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NORTH CAROLINA PUBLIC SCHOOLS

ANNUAL REPORT PART 1 1952-1954



Education Building, Raleigh

The following parts of the Biennial Report of the State Superintendent of Public Instruction for the scholastic years 1952-53 and 1953-54 are issued:

Part I — Summary and Recommendations

Part II — Statistical Report, 1952-53

Part III — Statistical Report, 1953-54

BIENNIAL REPORT OF
THE SUPERINTENDENT OF
PUBLIC INSTRUCTION
OF NORTH CAROLINA
FOR THE SCHOLASTIC YEARS
1952-1953 AND 1953-1954

PART ONE

SUMMARY AND RECOMMENDATIONS



PUBLICATION NO. 297



Attractive elementary school entrance provides special accommodation for crippled children

C 374
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1952/53
p. 1
a. 2

LETTER OF TRANSMITTAL

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

December 1, 1954

To His Excellency, LUTHER H. HODGES, Governor
and MEMBERS OF THE GENERAL ASSEMBLY OF 1955

SIRS:

In compliance with G. S. 115-28 and G. S. 147-5, I am submitting the Biennial Report of the Superintendent of Public Instruction. This Report, in accordance with the provisions of the first-mentioned section, is divided into two parts: (1) Information and statistics on the public schools, and (2) Recommendations for improvement of the public schools.

I hope you and each member of the General Assembly will find the opportunity to read this brief description of our public schools. North Carolina, as this information shows, has made tremendous progress in many phases of its educational program. The Recommendations contained in this Report set forth some proposals which I believe will further improve the public schools. These, I commend to your earnest consideration and support.

Respectfully submitted,

Chas. H. Carroll

State Superintendent of Public Instruction



Art experiences are increasingly being recognized for their many educational and social values

ERRATA

- Page 22—Word “Services” in line 2 of caption to chart should be “Sources.”
- Page 28—Word “PRINCIPLES” in title of table should be “PRINCIPALS.” Also word “Principal” in the NOTE should read “Principals” and the apostrophe after “Master’s” in the third line of the NOTE should be omitted.
- Page 78—Word “Tract” in line 5, second paragraph, should be “Track.”
- Page 79—Word “has” in line 5 should be changed to “have.”
- Page 85—Next to last word in caption to illustration should be “tape.”
- Page 102—Word “leasors” in line 2 should be “lessees.” Word “principals” in first line of last paragraph should be “principles.”
- Page 105—Word “and” in line 2 should be “an.”
- Page 112—Following word “sixteen” in line 3 the word “years” should be inserted. Word “relatively” in last line on page should be “relatively.”
- Page 113—In paragraph beginning “The importance, etc.” a comma (,) should be placed after the word “Carolina,” and in line 4 of same paragraph the “a” should be omitted.

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Experimenting in chemistry provides opportunities for developing qualities of citizenship as well as for learning science

Information and Statistics

ADMINISTRATION¹

AT THE STATE LEVEL

The State Board of Education.

The Constitution of North Carolina, as amended in 1945, provides for a State Board of Education² composed of a membership of 13 persons, as follows: (a) three ex-officio members including the Lieutenant Governor, elected as chairman by the Board, the State Treasurer, and the Superintendent of Public Instruction as ex-officio secretary; and (b) ten members appointed by the Governor and confirmed by the General Assembly in joint session, with two appointed from the State at large and one appointed from each of eight educational districts as determined by the General Assembly. Appointments, subsequent to the first one, are made every two years for overlapping terms of eight years, in a 3-2-3-2 order. "The per diem and expenses of the appointive members shall be provided by the General Assembly."

Powers and Duties. The Constitution specifies that the State Board shall have the following powers and duties: It shall "succeed to all powers and trusts of the President and Directors of the Literary Fund and the State Board of Education as heretofore constituted." Also it shall have the power to "divide the State into a convenient number of school districts," . . . "regulate the grade, salary and qualifications of teachers," . . . "provide for the selection and adoption of the textbooks to be used in the public schools," . . . "generally to supervise and administer the free public school system of the State and make all needful rules and regulations in relation thereto."

More specifically, the State Board is empowered to (a) administer the State appropriations for instructional services; instructional materials, such as textbooks and libraries; plant operation; vocational education; transportation; and other operational costs; (b) make rules and regulations for certification of teachers, principals, supervisors, and superintendents; (c) make rules and

¹ Excerpts from *Education in North Carolina, Today and Tomorrow*, A Report of the State Education Commission, 1948. Although this section of this Report was printed in the 1951-52 Report, it is being revised and reprinted since there are continued calls for such information.

² *The Constitution of North Carolina*, Article IX, Section Eight and Nine, 1945.

A detailed map of North Carolina divided into eight educational districts, each enclosed by a thick black border and labeled with a circled number. District 1 is in the northwest corner, including counties like Cerro, Lenoir, and Washington. District 2 is in the northeast, including Jones, Onslow, and Duplin. District 3 is in the central-western part, including Edgecombe, Johnston, and Wake. District 4 is in the eastern part, including Bladen, Robeson, and Columbus. District 5 is in the central part, including Durham, Orange, and Randolph. District 6 is in the central-eastern part, including Casperus, Stanly, and Montgomery. District 7 is in the western part, including Wilkes, Yadon, and Forsyth. District 8 is in the southern part, including Buncombe, Henderson, and Jackson. The map also shows numerous other counties and their names, such as Ashe, Watauga, and Swain.

regulations on census and attendance; (d) devise financial records and reports; (e) approve powers for actions by local administrative units; (f) manage the State's permanent school fund; (g) determine the school districts and attendance areas; and (h) administer federal funds for vocational education.

The Board is clothed with authority to make all rules and regulations necessary to carry out the purpose and intent of the law. The Board elects its chairman and vice-chairman.

In accordance with the law, regular Board meetings are held each month. Special meetings may be called by the secretary with the approval of the chairman. A majority of the Board constitutes a quorum for the transaction of business.

In implementing Sections 8 and 9 of Article IX of the Constitution relating to State educational organization, the General Assembly stated that one purpose of its Act³ of 1945 was "to define and clarify the duties and responsibilities of the State Board of Education and the State Superintendent of Public Instruction in connection with the handling of fiscal affairs of the Board and such other duties and responsibilities as are set forth in this article."

Division of Functions. The law emphasizes that the State Board of Education is to be the central educational authority and, as such, is responsible for planning and promoting the educational system. At the same time, Section 115-31.4 of this law states that the duties of the Board are to be divided into two separate functions as follows:

"1. Those relating to the supervision and administration of the public school system, of which the Superintendent shall be the administrative head, except as they relate to the supervision and management of the fiscal affairs of the Board."

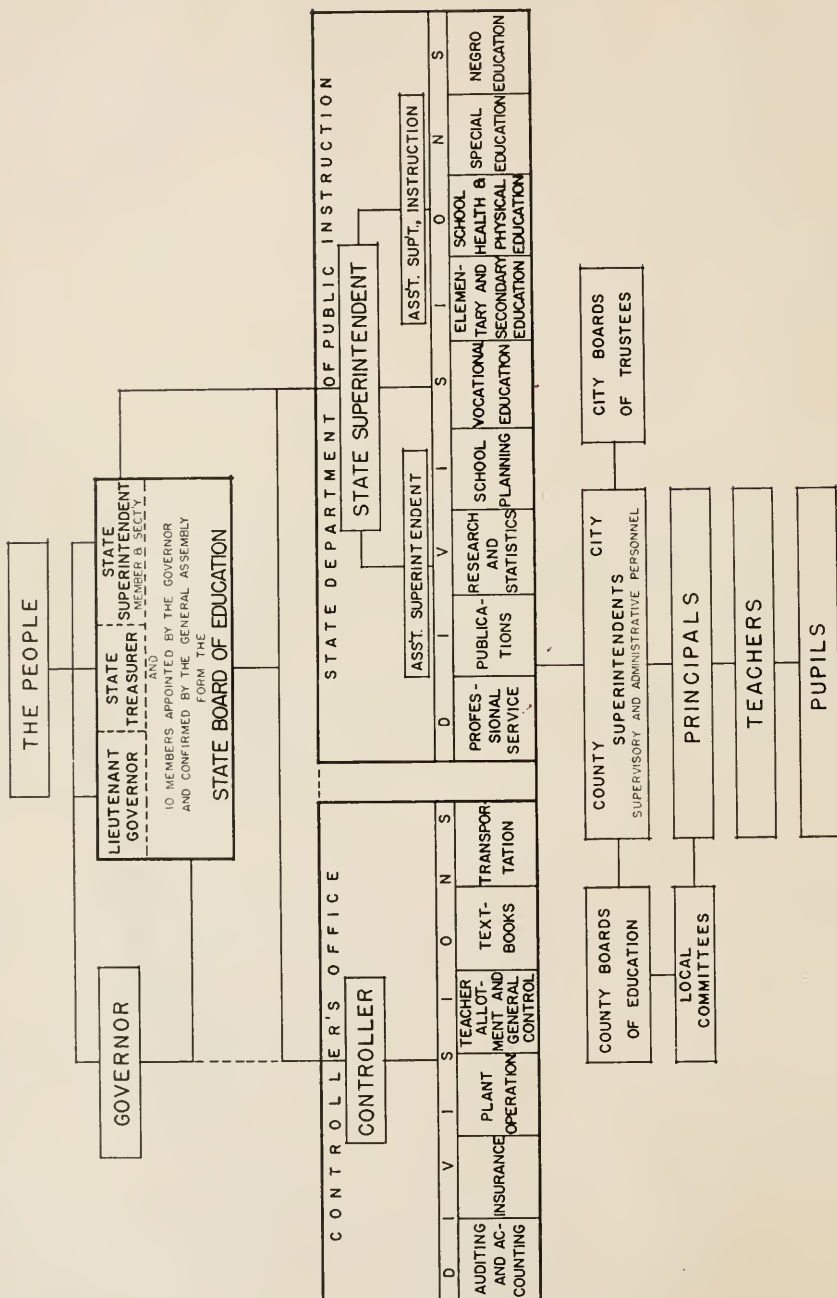
"2. Those relating to the supervision and administration of the fiscal affairs of the public school funds committed to the administration of the State Board of Education, of which the Controller shall have supervision and management."

State Superintendent of Public Instruction.

Secretary of Board. Section 115-31.7 of the public school law prescribes the duties of the State Superintendent as secretary of the Board. Four of the ten enumerated duties are:

"1. To organize and administer a Department of Public In-

³ Public School Laws, 1945, Section 115-31.1.



struction for the execution of instructional policies established by the Board.

"2. To keep the Board informed regarding developments in the field of public education.

"3. To make recommendations to the Board with regard to the problems and needs of education in North Carolina.

"4. To make available to the public schools a continuous program of comprehensive supervisory services."

The Constitution also provides for a State Superintendent of Public Instruction who "shall be the administrative head of the public school system and shall be secretary of the Board."⁴ He is elected by popular vote for a term of four years. He serves as a member of the Council of State, as an ex-officio member of the State Board of Education, as ex-officio chairman of the Board of Trustees of East Carolina College, and as an ex-officio member of the Board of Trustees of the Greater University of North Carolina.

Powers and Duties.⁵ As an elected State official, the law sets forth a number of general duties, three of which are: "to look after the school interests of the State, and to report biennially to the Governor at least five days previous to each regular session of the General Assembly; . . . to direct the operations of the public schools and enforce the laws and regulations thereto; . . . to acquaint himself with the peculiar educational wants of the several sections of the State, and to take all proper means to supply such wants, by counseling with local school authorities, by lectures before teachers' institutes, and by addresses before public assemblies on subjects relating to public schools and public school work."

Staff and Services. The present Department of Public Instruction includes a general Assistant State Superintendent, an Administrative Assistant, an Assistant State Superintendent in Instruction (for the Divisions of Elementary and Secondary Education, Negro Education, Special Education, and School Health and Physical Education), a Coordinator of Teacher Education, and professional staff in the following organized divisions:

Division of Elementary and Secondary Education. This division provides services as follows: evaluation and accreditation of schools; general supervisory assistance in the improvement of instruction; preparation of curriculum bulletins and other

⁴ The Constitution of North Carolina, Article IX, Sections 8 and 9, 1945.

⁵ Public School Laws, 1943, Section 115-28.



Painting and modeling clay as such may be valuable or they may set the stage for other worthwhile learnings

publications for the use of teachers and other school personnel; and assistance in special areas, for example, resource-use education, visual aids, surveys, library, safety and driver education.

Division of Negro Education. This division, provided for by law (G. S. 115-30), renders special assistance to Negro schools, including inspection and accreditation of schools, supervisory activities, preparation of curriculum materials, improvement in preparation of teachers in cooperation with institutions of higher learning for the Negro race, and improvement in race relations.

Division of Professional Service. This division, provided for by law (G. S. 115-29), has charge of the administration of the rules and regulations of the State Board of Education with regard to the certification of teachers; issues all teachers' certificates; rates teachers employed each year as to certificate held and teaching experience; and co-ordinates the work of the department with that of the various institutions of higher learning in the field of teacher education.

Division of Publications. This division compiles and edits material to be printed, and distributes bulletins and other printed material to local units and individuals; serves as the purchasing

agency for the divisions of the Department of Public Instruction; and services all divisions in the matter of mail and distribution of supplies.

Division of Research. This division was organized following the provision for a director of research by the General Assembly of 1953. It is concerned with planning and directing a research program for the Department of Public Instruction and the State Board of Education. The analysis and interpretation of data resulting from research studies and formulation of recommendations for the solution of the problem under consideration, constitute the over-all responsibilities of this division.

Division of School Planning. This division is concerned with plans for new buildings and their location and erection. Screening applications for State funds for school construction and making surveys are also responsibilities of this division.

*Division of Special Education.*⁶ This division was created in 1947 "for the promotion, operation and supervision of special courses of instruction for handicapped, crippled, and other classes of individuals requiring special types of instruction."

Division of School Health and Physical Education. This division is concerned with health instruction, physical education, safety, healthful environment, mental hygiene, and health services in the public schools. The work in the last-named area is a jointly administered service by the State Board of Health and the State Department of Public Instruction through the School Health Coordinating Service program.

Division of Vocational Education. This division administers the program of vocational education, which includes vocational agriculture, home economics, trades and industries, distributive occupations, guidance, vocational rehabilitation, veterans related training, school lunch program, veterans farmer training (under the G. I. Bill), and the program requiring the inspection, approval and supervision of those institutions and establishments offering on-the-job-training to veterans under the G. I. Bill.

The State Superintendent is authorized, in addition to the aforementioned general duties, to perform certain specific duties, such as approving a program of studies for standard high schools, preparing a course of study for the elementary schools, approving plans for school buildings, and serving as executive officer of the State Board with regard to vocational education.

⁶ Public School Laws, Article 3B.

The Controller.

Section 115-31.3 of the public school law provides for the appointment of the Controller by the Board, subject to the approval of the Governor. Section 115-31.8 states that "the Controller is constituted the executive administrator of the Board in the supervision and management of the fiscal affairs of the Board." This section then defines the fiscal affairs of the Board, thereby pointing out definitely the scope of responsibility for which the Board expects to look to the Controller for professional advice. Section 115-31.9 of this law sets forth in considerable detail the duties of the Controller and the procedures to be followed as he discharges his responsibilities.

The professional staff of the Controller's office is divided into the following divisions:

Division of Auditing and Accounting. This division is concerned with a continuous auditing, month by month, of expenditures by the local units from the State Nine Months' School Fund, and is charged with the accounting of all funds, State and Federal, under the control of the State Board of Education, including the appropriation for the State Department of Public Instruction (administration and supervision), Vocational Education, State Textbook Fund, Veterans Training Program, State Literary Fund, and any other funds expended for public school purposes. Its work includes all budget making, bookkeeping, writing vouchers, making reports, applying salary scales to local school personnel, and performing related services.

Division of Plant Operation. This division has charge of plant operation as set forth in the Nine Months' School Fund budget.

*Division of Insurance.*⁷ The responsibility of this division is that of administering the public school insurance fund, which was authorized by the General Assembly of 1949 to provide insurance on school property.

Division of Textbooks. This division has charge of purchasing and distributing free basal textbooks and administering the rental system for high school books and supplementary reading books in the elementary grades.

Division of Teacher Allotment and General Control. This division is responsible for applying the rules of the State Board governing applications of the local units for teacher allotments,

⁷ Public School Laws, Article 3D.

and for allotting funds to be expended for the object of general control in the local budgets.

Division of Transportation. This division administers the school bus transportation system of the State — purchasing new buses, mapping bus routes and administering the rules of the State Board governing transportation.

AT THE LOCAL LEVEL

Number and Size of Local Administrative Units.

The public schools of North Carolina are currently administered through 100 county administrative units and 74 city administrative units. Except in those counties in which the 74 city units have been established, the county unit corresponds to the political government unit.

Each of the 100 county and 74 city administrative units existing in 1953-54 reported its average daily membership for that year. The distribution of these units by designated intervals of average daily membership is shown in the following table:

DISTRIBUTION OF ADMINISTRATIVE UNITS BY AVERAGE
DAILY MEMBERSHIP

Average Daily Membership	No. of Administrative Units	
	County	City
1,500 or less	7	12
1,501 to 3,000	10	31
3,001 to 6,000	36	22
6,001 to 10,000	28	4
10,001 to 15,000	13	3
15,001 to 20,000	6	1
20,001 to 25,000	0	1
Total	100	74

For 1953-54 the county administrative units reported a total of 784 school districts for whites and 398 districts for Negroes. The number of school districts per county ranges from 2 to 22 for whites and from 1 to 12 for Negroes for the 97 counties having such districts.

Administrative Boards.

County Boards of Education. County boards of education, the governing authorities for county units, consist of from 3 to 7

members. Of the 100 county boards in 1953-54, 21 each report 3 members; 66 each, 5 members; 7 each, 6 members; and 6 each report 7 members.

Members of county boards are nominated biennially in the party primaries and are appointed by the General Assembly for terms of 2, 4, or 6 years. When the names of the persons so nominated have been duly certified by the chairman of the county board of elections to the State Superintendent, he transmits the names of the nominees by political party to the committees on education of the General Assembly, which selects and appoints one or more from these candidates as members of the board of education of the county involved. Should the General Assembly fail so to elect or appoint board members, the State Board of Education, by law, fills the vacancies. The term of office of each member begins on the first Monday of May of the year in which he is elected and continues until his successor is elected and qualified.

The law prescribes four meetings each year and states that the board may elect to hold regular monthly meetings and such special meetings as the school business of the county may require.

City Boards of Trustees. In city administrative units the governing authorities are boards of trustees. The number of members making up these boards ranges from three to twelve. The median number of members is six. Only one of the 74 boards existing in 1953-54 had three members; 57 had either five, six, or seven members; and 14 had more than seven members.

Board members are named either by election by popular vote, by appointment, or by a combination of these two, except for 4 boards reported as being self-perpetuating.

Powers and Duties of County and City Boards. "It is the duty of the county board of education to provide an adequate school system for the benefit of all of the children of the county as directed by law."⁸ "The county board of education, subject to any paramount powers vested by law in the State Board of Education or any other authorized agency, shall have general control and supervision of all matters pertaining to the public schools in their respective counties and they shall execute the school law in their respective counties."⁹ The law¹⁰ further states that city administrative units are to "be dealt with by the State school

⁸ Public School Laws, 1943, Section 115-54.

⁹ Public School Laws, Section 115-56.

¹⁰ Public School Laws, Section 115-352.

authorities in all matters of school administration in the same way and manner as are county administrative units."

Although the law sets forth specific duties in considerable detail, the general scope of the powers and duties of county and city boards are: (a) appointment of the superintendent; (b) budget administration and money management, including preparation of budget, financial accounting, financial report to the State Board of Education, presentation and support of budget requests to the board of county commissioners, administration of bond elections and bond issues, debt service accounting, and other fiscal management responsibilities; (c) school plant planning, maintenance, and operation; (d) administration of transportation; (e) planning and effectuating the educational program; (f) setting the school calendar; (g) appointment of district committeemen (county boards); (h) appointment of members of the superintendent's staff; (i) final approval of all employees' contracts; (j) acting as agent for the State Board of Education; and (k) other powers and duties.

County boards depend upon county commissioners for approval of their respective school budgets and for the levying and collect-

Learning through constructive play.





Reading skills emphasized through small group work within the classroom

ing of such local taxes for school purposes as may be necessary to provide required local funds called for in their several budget estimates. Similarly, city boards depend upon city commissioners and/or upon county commissioners for approval of their budgets and for the levying and collecting of local taxes for school purposes to provide necessary local funds required in accordance with approved budget estimates. Both depend upon the State Board of Education for approval of their budget estimates.

County and City Superintendents of Schools.

County Superintendent. The superintendent of schools of a county unit is appointed for a two-year term by the county board of education, subject to the approval of the State Board and the State Superintendent. He must hold a superintendent's certificate, have had three years of experience in school work in the past ten years, and present a doctor's certificate showing that he is free from any contagious disease. He cannot legally be employed regularly in any other capacity that may limit or interfere with his duties as superintendent. He serves as the administrative officer of the county board.

The county superintendent's salary is determined in accordance with a State standard salary schedule fixed and determined by

the State Board. His salary, however, may be supplemented from local funds by authority of the county board.

City Superintendent. The superintendent of a city unit is appointed for a two-year term by its board of trustees, subject to the approval of the State Board and the State Superintendent. He serves as the administrative officer and ex-officio secretary of the board of trustees. Superintendent of city units must meet the same qualifications as county superintendents.

Powers and Duties of Superintendents. The general powers and duties of county and city superintendents may be summarized as follows: (a) directing and coordinating the instructional program; (b) accounting for finances (records and reports); (c) making records and reports to public; (d) taking census and directing attendance service; (e) preparing budget estimates; (f) directing storage, repair, and distribution of textbooks; (g) directing storage and distribution of supplies; fuel, etc.; (h) supervising transportation activities; (i) directing maintenance and operation of school plants; (j) directing library service; (k) directing operation of school lunch program; (l) directing health services; (m) securing and assigning the instructional personnel; (n) evaluating educational services involving testing, promotion, and efficiency of instruction; (o) allocating responsibility; (p) planning and implementing the educational program including reorganization, expansion, and facilities; (q) planning and administering the extra-curricular program, (r) planning and administering the community program.

FINANCIAL SUPPORT

THE TOTAL PROGRAM

The public schools of North Carolina are supported by Federal, State, and local funds. Expenditures (current expense) for operating the public schools from these sources have increased considerably within recent years, as the following table shows. Capital outlay expenditures have also increased. These total costs result in a larger expenditure per pupil, as shown in the second table below.

CURRENT EXPENSE				
Year	Federal Funds*	State Funds**	Local Funds	Total
1934-35	\$ 451,862.29	\$16,702,679.05	\$ 2,099,556.73	\$19,254,098.07
1939-40	610,146.82	26,297,493.15	5,136,723.59	32,044,363.56
1944-45	3,357,469.23	39,465,521.35	7,265,140.48	50,088,131.06
1949-50	12,054,108.23	84,999,202.42	16,214,185.16	113,272,495.83
1950-51	11,428,404.56	95,276,063.21	18,329,551.29	125,034,019.06
1951-52	9,813,016.40	109,061,835.87	19,867,706.33	138,742,558.60
1952-53	7,971,114.99	115,605,080.77	21,805,894.72	145,382,090.48
1953-54†	8,000,000.00	119,000,000.00	22,000,000.00	149,000,000.00
CAPITAL OUTLAY				
1934-35	\$ 428,593.61	\$	\$ 2,890,317.99	\$ 3,318,911.60
1939-40	448,871.73	16,816.78	2,914,504.73	3,380,193.24
1944-45	3,778.17	48,538.96	1,774,531.97	1,826,849.10
1949-50	3,101.11	5,893,974.23	22,104,092.66	28,001,168.00
1950-51	1,694.38	20,171,779.74	27,044,634.37	47,218,108.49
1951-52	216,876.31	16,484,561.43	30,195,975.93	46,897,413.67
1952-53	2,374,567.39	5,560,814.65	29,181,331.60	37,116,713.64
1953-54†	2,500,000.00	5,500,000.00	22,000,000.00	30,000,000.00
* Includes small amounts from philanthropic funds. ** Includes vocational, textbook, and other State funds. † Estimated.				

PER PUPIL EXPENDITURES				
Year	A.D.A.	Current Expense	Capital Outlay	Total
1924-25	596,211	\$35.27	\$21.72	\$56.99
1929-30	672.895	42.53	7.15	49.68
1934-35	761,433	25.29	4.36	29.65
1939-40	790,003	40.56	4.82	45.38
1944-45	713,146	70.24	2.56	72.80
1949-50	797.691	142.00	35.10	177.10
1950-51	816,036	153.22	57.86	211.08
1951-52	816,106	170.01	57.46	227.47
1952-53	829,720	175.22	44.73	219.95
1953-54†	876,962	169.90	34.21	204.11
† Estimated.				

THE STATE PROGRAM

State Appropriations.

The General Assembly, which meets biennially in January of odd years, makes annual appropriations for support of the twelve-year program for a nine-months term. The following table shows

the appropriation expenditures from the General Fund for various school purposes from 1933-34 to 1951-52, and the appropriations thereafter.

APPROPRIATION EXPENDITURES (Budget Reports)

Fiscal Year	Support of 9 Mos. Term (8 mos.)	State Bd. Adm. (Sch. Com.)	†Vocational Education	†Purchase of Free Textbooks
1933-34	\$15,443,549	\$	\$80,839	\$
1934-35	16,664,711	.....	84,990	.....
1935-36	20,223,211	.....	131,953	.....
1936-37	22,111,307	.....	151,425	.....
1937-38	23,708,589	.....	227,156	.....
1938-39	24,872,505	.....	241,628	.....
1939-40	25,850,029	59,468	300,054	.....
1940-41	26,924,922	59,014	333,290	399,272
1941-42	28,009,945	58,889	559,509	196,845
1942-43	30,312,482	58,660	639,073	200,000
1943-44	36,955,297	71,338	717,778	112,006
1944-45	37,823,324	78,517	819,241	152,349
1945-46	44,208,021	76,894	1,091,300	434,711
1946-47	50,587,689	94,652	1,536,248	304,698
1947-48	57,758,041	101,874	1,493,788	819,998
1948-49	69,070,146	111,297	1,923,031	739,169
1949-50	81,613,072	138,730	2,350,479	899,999
1950-51	89,537,047	148,186	2,614,069	899,211
1951-52	102,636,097	170,110	3,009,092	1,445,398
1952-53†	101,011,929	184,576	2,854,523	1,482,390
1953-54‡	114,958,174	203,956	3,427,438	2,413,522

APPROPRIATION EXPENDITURES (Continued)

Fiscal Year	Voc. Textile Training School	Purchase of School Buses	Insur- ance	Total Appropriation Expenditures	Plus Dept. Public Instruction
1933-34	\$	\$	\$	\$15,524,388	\$57,576
1934-35	.....	.....	.....	16,749,701	60,257
1935-36	.....	.....	.....	20,355,164	80,295
1936-37	.....	.....	.....	22,262,732	78,722
1937-38	* 14,598	.....	.....	23,950,343	86,230
1938-39	* 21,219	.....	.....	25,135,352	91,772
1939-40	* 29,106	.....	.....	26,238,657	91,759
1940-41	* 28,912	.....	.....	27,745,410	92,918
1941-42	* 27,396	.....	.....	28,852,584	101,443
1942-43	* 24,489	.....	.....	31,234,704	107,350
1943-44	62,932	650,000	.....	38,569,351	120,843
1944-45	5,497	1,044,000	.....	39,922,928	122,138
1945-46	8,759	1,338,764	.....	47,158,449	133,366
1946-47	10,033	2,255,061	.....	54,788,381	137,282
1947-48	37,499	2,443,902	.....	62,655,102	166,711
1948-49	10,511	1,817,923	.....	73,672,077	192,843
1949-50	34,018	2,040,000	.....	87,126,298	238,913
1950-51	7,944	2,215,000	**7,498	95,413,959	252,329
1951-52	21,146	2,121,000	.....	109,402,843	328,139
1952-53‡	41,169	2,271,000	.....	107,845,587	‡‡325,409
1953-54‡	42,856	717,591	.....	121,763,537	‡‡421,783

* Adult education.

** Credit.

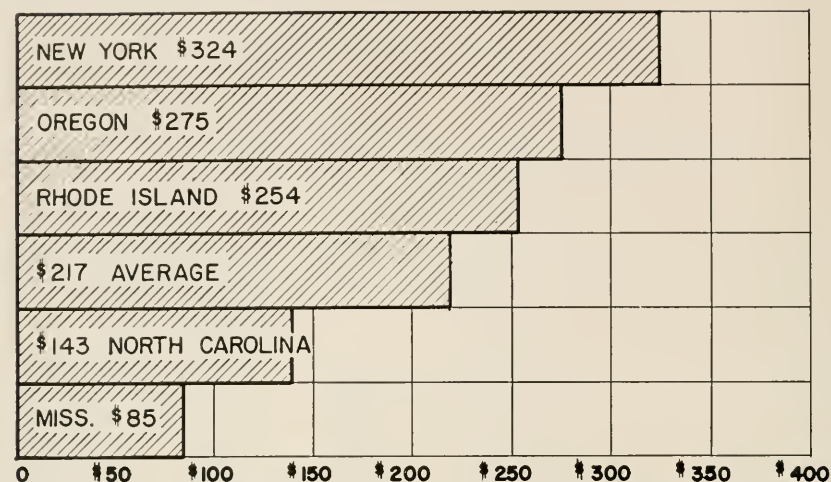
† Includes State administration in this area.

‡ Appropriations these two years.

‡‡ Includes administration of State School Plant Construction, Improvement and Repair Fund.

Standards of Cost.

The funds appropriated by the General Assembly are in accordance with law administered by the State Board of Education



Average Current Expenditure Per Pupil in ADA for Public Education from State and Local Services, 1950-51. Among the 48 States, North Carolina is Forty-first. (Statistics: National Education Association.)

on standards determined by the Board. These standards, or bases of allotments of funds, include such items as salary schedules for all school employees, the number of pupils in average daily attendance for the allotment of teachers, the size of the school, and other budgetary information as set forth below.

GENERAL CONTROL

Salaries of Superintendents. This item is determined by a State salary schedule, based on average daily membership in the respective administrative units for the year preceding each new biennium and the experience of the superintendents up to a maximum of four years.

Travel Expense of Superintendents. State funds for this item are allotted to the various administrative units on the basis of a schedule which is determined by the average daily membership of each school administrative unit for the year preceding each new biennium. The minimum allotment for travel expenses is \$300.00 and the maximum is \$444.00

Salaries of Clerical Assistants. The allotment for clerical assistance in offices of superintendents of schools is based on a schedule which is determined by the average daily membership of each administrative unit for the year preceding each new biennium. The minimum allotment to any school administrative

unit for this purpose is \$1,980.00 and the maximum is \$7,590.00 to the largest school administrative units in the State.

Salaries of Property and Cost Clerks. Funds for property and cost clerks are allotted to the county administrative units for the purpose of keeping perpetual inventory records on transportation and other materials and for keeping cost records on the operation of school buses and other vehicles in connection with the transportation of pupils. The funds allotted for this purpose are based on the number of buses operated for the year preceding each new biennium. The minimum allotment is \$675.00 and the maximum is \$2,700.00.

Office Expense. Funds for office expenses, such as telephone, postage, stationery, etc., are allotted to each school administrative unit on a schedule which is determined by the average daily membership of each school unit for the year preceding each new biennium. The minimum allotment is \$400.00 and the maximum allotment is \$525.00.

County Boards of Education. Funds for the per diem and expenses of the county boards of education are allotted to the one hundred counties of the State on the basis of \$100.00 to each county.

INSTRUCTIONAL SERVICE

Instructional Salaries. Teachers and principals are paid on salary schedules adopted by the State Board of Education. These salary schedules are based on college training and years of experience as a teacher or principal. Persons employed to fill State-allotted positions are paid entirely from State funds in accordance with the schedule. Allotments of teaching positions to the administrative units of the State are made by districts and by races, based upon the average daily attendance for the best continuous six months of the first seven months of the preceding school year and taking into consideration absences caused by contagious diseases which occurred during that period. State teaching positions are allotted for the elementary pupils on the basis of 1 for 25 pupils, 2 for 45, 3 for 70, 4 for 105, 5 for 138, 6 for 171 and 1 for each 30 thereafter. State teaching positions for high school pupils are allotted on the basis of 1 for 25 pupils, 2 for 40, 3 for 60, 4 for 80 and 1 for each 30 thereafter. After two weeks of the school term, if the average daily attendance has increased enough to justify additional teachers, they may be allotted. In either the elementary or the high school, additional

teachers may be allotted when it can be reasonably determined that the teacher load will be as many as thirty-two pupils in average daily attendance for each teacher allotted.

Instructional Supplies. The allotment to the school administrative units of State funds for instructional supplies is 75 cents per pupil in average daily membership for the preceding school year.

Allocation and Salaries of Supervisors. In 1949-50 when the original allotment of supervisors or helping teachers was made, a committee was appointed to prepare rules and regulations governing the allotment of supervisors and to make the original distribution of supervisors in doubtful cases. Bases adopted at that time are still being followed: one helping teacher or supervisor for the first 50 teachers, white and Negro separately; two for the first 150; three for the first 300; four for the first 450; five for the first 600. It is recognized that, because of geographic conditions or other valid reasons, these regulations might have to vary at times.

At present, there are 293 State-allotted supervisory positions, based on the size of the various school units. As might be expected, the work of supervisors frequently embraces more than one school administrative unit.

At the same time suggestions were also made as to qualifications for persons to be appointed as supervisors. It was recommended that supervisors hold the Class A certificate, have five years or more of successful teaching experience or show evidence of special professional training, and have the master's degree if possible. It was also suggested that the supervisor be recommended by the superintendent as one who has superior qualifications and ability as a leader. Finally, it was suggested that the State Board of Education review carefully the qualifications of the persons recommended and that no allotments be made unless satisfactory persons were available. These suggestions are still being followed.

Salaries of supervisors are paid on the basis of the teachers' salary schedule; however, all supervisors work for ten calendar months and are paid on this basis rather than on the school-month basis.

OPERATION OF PLANT

In general, the allotment of funds under operation of plant, which includes wages of janitors and maids, fuel, water, light and power, janitorial supplies and telephone rental, is based

upon the number of State-allotted teaching positions in each administrative unit. Other factors are also taken into consideration. In the case of janitors and maids, consideration is given to the number of boilers in service, the number of auditoriums and libraries, and the total plant area serving the facility requirements of the number of teachers allotted. Under fuel, the geographic location is considered, since fuel requirements in the eastern and southern parts of the State are lower than in the northern and extreme western parts of the State. Freight rates in the various sections of the State are also considered.

Under water, light and power, the number of State-allotted teaching positions assigned to small schools lacking modern lighting, plumbing and heating facilities as compared to modern school plants with all modern facilities is considered in arriving at an equitable allotment of funds. With this exception, funds allotted for this cost item are based on the number of State-allotted teaching positions.

Under janitorial supplies the same provisions are applicable. Under monthly telephone rental in schools, the funds provided under the State budget represent only about 25 per cent of the total cost. In order to make such allotments as uniform as possible, the number of State-allotted teaching positions is applied.

FIXED CHARGES

Items coming within this classification are: compensation for school employees, reimbursement for injury to school pupils, and tort claims. Funds for these items are allotted to the school administrative units on the basis of need. In the case of compensation for injury to school employees, the Industrial Commission approves all claims for medical or hospital payments. The Controller determines compensation paid for loss of work due to injury and for partial total disabilities on the basis of the schedule of payment approved by the Industrial Commission.

The item of reimbursement for injury to school pupils covers only bus-connected accidents. The maximum amount of money which may be paid out under this item for the injury to any one child is fixed by law at \$600.00. Medical and hospital claims are approved by the Controller on the basis of the schedule of payments adopted by the Industrial Commission. Funds for tort claims are allotted on the basis of claims approved and awards made by the Industrial Commission or by the courts.

AUXILIARY AGENCIES

Transportation of Pupils. The cost of operating a minimum program of pupil transportation is financed entirely by State funds. The needs of each county are studied and an amount sufficient to operate the minimum program of transportation in each county is included in the State budget. This amount includes funds for operating supplies, such as gas, oil, tires, batteries and repair parts needed in the maintenance of buses and for certain other miscellaneous items. It also includes funds for bus drivers' salaries. Drivers are paid at the rate of \$22.00 per month for each of the nine school months, which amounts to a total of \$198.00 for the school year. Mechanics, gas truck drivers, and other employees which maintain and service the school bus fleet are paid on a calendar month basis for a twelve months' period on the basis of a salary schedule adopted by the State Board of Education. Some temporary help is employed during the summer months, at which time a great deal of the major repairs are made.

Major replacements include the cost of new buses, service trucks and gasoline trucks to replace worn-out equipment. The Division of Transportation, in cooperation with the local school authorities, determines which buses in the fleet will be replaced each year. County boards of education purchase additional buses to care for the increased number of pupils which must be transported to school and to provide for additional transportation service. The operating cost of these additional buses and their future replacement is borne from State funds.

School Libraries. The funds for school libraries are allotted to the administrative units on the basis of 50 cents per pupil in average daily membership for the preceding year. These funds are for the purpose of providing supplies for the repair of books and for general use in the library, for providing newspapers, magazines and replacement of books.

Child Health Program. The allotment for the school health program is made on the basis of \$1,000.00 for each county and 50 cents per pupil in average daily attendance for the preceding school year. These funds are used for the salary and travel of health educators, nurses, dentists and technicians. Other items of expenditure in the school health program consist of clinic fees, medical examinations, correction of defects, supplies, some equipment for the health program and a very small amount of in-

service training. A major portion of the school health program funds is used for the correction of defects.

STATE-ADOPTED SALARY SCHEDULES

Salary schedules adopted by the State Board of Education as bases for paying State-allotted personnel are given below. The adopted salary schedule for paying teachers of agriculture and home economics, who are paid from Federal, State and local funds, is also shown.

MONTHLY SALARY SCHEDULE FOR SUPERINTENDENTS
(12 CALENDAR MONTHS)
1953-1954

Membership Range 1952-53	Experience In Years				
	S-0	S-1	S-2	S-3	S-4
Up to 1099	\$431	\$443	\$455	\$467	\$479
1100-1299	441	453	466	478	490
1300-1499	451	463	476	488	501
1500-1699	461	474	486	499	512
1700-1899	471	484	497	510	523
1900-2099	481	494	507	521	534
2100-2399	491	504	518	531	545
2400-2699	500	514	528	542	556
2700-3199	510	524	539	553	567
3200-3699 ..	520	535	549	564	578
3700-4199	530	545	560	574	589
4200-4799	540	555	570	585	600
4800-5499	550	565	580	596	611
5500-6399	560	575	591	606	622
6400-7499	570	586	601	617	633
7500-8799	580	596	612	628	644
8800-10599	590	606	622	639	655
10,600-12,799	599	616	633	649	666
12,800-14,999	609	626	643	660	677
15,000-Up	619	636	654	671	688

**MONTHLY SALARY SCHEDULE FOR AGRICULTURE AND
HOME ECONOMICS TEACHERS (10, 11 OR 12 CALENDAR MONTHS)
1953-1954**

Type of Certificate	Experience In Years												
	0	1	2	3	4	5	6	7	8	9	10	11	12
Graduate	..	..	321	332	344	356	368	380	392	404	416	428	440
Class A	281	292	303	314	325	336	347	358	369	380	391	402	
Class B	252	258	264	271	278	284	291	297					
Class C	205	215	225	235	246	257	268						

**MONTHLY STATE SALARY SCHEDULE*
SCHOOL TRANSPORTATION EMPLOYEES
1954-1955**

Position	Immediate Steps								
	Minimum	1	2	3	4	5	6	7	Maximum
SUPERVISOR									
Per Month	\$371	\$382	\$393	\$404	\$415	\$426	\$437	\$448	\$448
MECHANIC FOREMAN									
Per Month	292	302	312	322	332	341	351	361	361
MECHANIC									
Per Month	247	256	264	273	282	291	300	308	308
APP. MECHANIC AND TRUCK DRIVER									
Per Month	182	189	195	202	208	215	222	228	228
LABORER									
Per Month	162	169	175	182	189	195	202	208	208

* The value of perquisites will be taken into consideration in applying this schedule.

Nine Months School Fund Expenditures.

Expenditures for these various items as described for the school years 1952-53 and 1953-54 are shown in the accompanying tables. These tables do not include expenditures for vocational education, the purchase of textbooks, or State administrative costs.

The Dollar Charts.

The charts which accompany this section depict graphically the General Fund Budget Dollar for 1953-54 as well as the Total State Budget Dollar (includes Highway activities). These charts are self-explanatory.

SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1952-53
(Including School Bus Replacements)

Classification by Objects and Items	White	Negro	Total
A. State Aid Paid Out By Units			
61. General Control:			
611. Salaries: Superintendents	\$ 1,196,231.24	\$	\$ 1,196,231.24
612. Travel: Superintendents	64,364.48	.....	64,364.48
613. Salaries: Clerical Assistants	574,334.95	.....	574,334.95
614. Office Expense	85,579.83	.....	85,579.83
615. County Boards of Education	9,991.12	.....	9,991.12
Total General Control	\$ 1,930,501.62	\$	\$ 1,930,501.62
62. Instructional Service:			
621. Salaries: Elementary Teachers	\$ 47,095,624.76	\$ 20,357,169.64	\$ 67,452,794.40
622. Salaries: High School Teachers	13,851,101.37	4,474,229.64	18,325,331.01
623. Salaries:			
1. Elementary Principals	2,242,611.10	766,212.95	3,008,824.05
2. High School Principals	3,420,323.82	1,141,292.11	4,561,615.93
Sub-total Instructional Salaries	\$ 66,609,661.05	\$ 26,738,904.34	\$ 93,348,565.39
624. Instructional Supplies	477,521.72	185,345.61	662,867.33
625. Salaries: Supervisors	674,878.16	336,658.11	1,011,536.27
Total Instructional Service	\$ 67,762,060.93	\$ 27,260,908.06	\$ 95,022,968.99
63. Operation of Plant:			
631. Wages: Janitors	\$ 2,528,172.77	\$ 705,498.11	\$ 3,233,670.88
632. Fuel	1,131,358.70	396,919.69	1,528,278.39
633. Water, Light, Power	414,379.01	120,463.97	534,842.98
634. Janitors' Supplies	293,827.50	112,882.23	406,709.73
635. Telephone	31,868.52	7,373.09	39,241.61
Total Operation of Plant	\$ 4,399,606.50	\$ 1,343,137.09	\$ 5,742,743.59
65. Fixed Charges:			
653. Compensation: School Employees	\$ 16,309.99	\$ 2,588.20	\$ 18,898.19
654. Reimbursement: Injured Pupils	1,504.55	987.90	2,492.45
656. Tort Claims	29,841.65	3,239.94	33,081.59
Total Fixed Charges	\$ 47,656.19	\$ 6,816.04	\$ 54,472.23
66. Auxiliary Agencies:			
661. Transportation of Pupils:			
1. Wages of Drivers	\$ 986,529.56	\$ 331,480.00	\$ 1,318,009.56
2a. Gas, Oil, Grease	835,528.48	313,995.11	1,149,523.59
2b. Gas Storage Equipment	59,578.42	20,149.38	79,727.80
3. Salaries: Mechanics	1,024,037.97	326,106.15	1,350,144.12
4a. Repair Parts, Batteries	609,374.71	222,244.86	831,619.57
4b. Tires and Tubes	451,761.18	143,894.38	595,655.56
4c. License and Title Fees	945.05	336.95	1,282.00
4d. Garage Equipment	35,709.49	6,610.77	42,320.26
5 Contract Transportation	22,445.02	5,991.85	28,436.87
Sub-total (1-5)	\$ 4,025,909.88	\$ 1,370,809.45	\$ 5,396,719.33
6. Major Replacements	1,620,822.20	477,366.94	2,098,189.14
Principals' Bus Travel	37,731.78	12,790.61	50,522.39
Total Transportation	\$ 5,684,463.86	\$ 1,860,967.00	\$ 7,545,430.86
662. School Libraries	327,082.46	114,073.23	441,155.69
664. Child Health Program	378,299.38	164,479.85	542,779.23
Total Auxiliary Agencies	\$ 6,389,845.70	\$ 2,139,520.08	\$ 8,529,365.78
Total Paid Out By Administrative Units	\$ 80,529,670.94	\$ 30,750,381.27	\$ 111,280,052.21
B. State Aid Paid Direct:			
Surety Bond Premium, Printing, etc.			\$ 3,381.59
Total Support of Public Schools			\$ 111,283,433.80

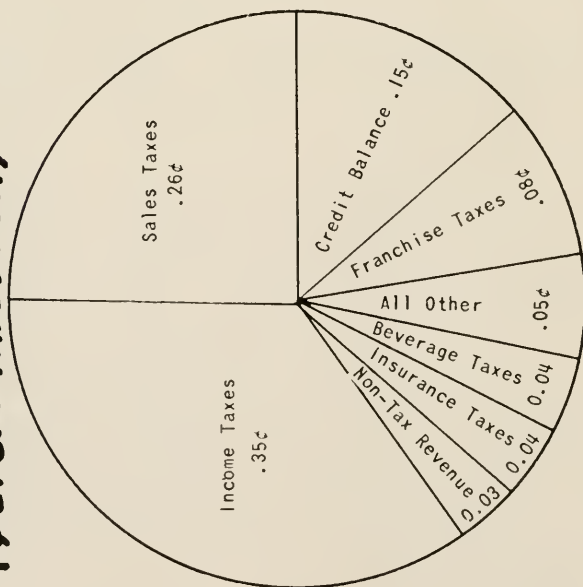
SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1953-54
(Including School Bus Replacements)

Classification by Objects and Items	White	Negro	Total
A. State Aid Paid Out by Units			
61. General Control:			
611. Salaries: Superintendents	\$ 1,210,905.27	\$	\$ 1,210,905.27
612. Travel: Superintendents	65,122.34	. . . . .	65,122.34
613-1. Salaries: Clerical Assistants	583,023.36	. . . . .	583,023.36
613-2. Property and Cost Clerks	65,971.55	. . . . .	65,971.55
614. Office Expense	104,613.52	. . . . .	104,613.52
615. County Board of Education	9,964.21	. . . . .	9,964.21
Total General Control	\$ 2,039,600.25	\$	\$ 2,039,600.25
62. Instructional Service:			
621. Salaries: Elementary Teachers \$ 48,779,713.45	\$20,744,221.37	\$ 69,523,934.82	
622. Salaries: High School Teachers 14,535,853.02	4,710,464.71	19,246,317.73	
623 Salaries:			
1. Elementary Principals	2,353,588.40	848,525.78	3,202,114.18
2. High School Principals	3,457,588.48	1,145,445.60	4,603,034.08
Sub-total Instructional Salaries \$ 69,126,743.35	\$27,448,657.46	\$ 96,575,400.81	
624. Instructional Supplies	485,449.15	187,441.70	672,890.85
625. Salaries: Supervisors	703,366.50	337,641.40	1,041,007.90
Total Instructional Service	\$ 70,315,559.00	\$27,973,740.56	\$ 98,289,299.56
63. Operation of Plant:			
631. Wages: Janitors	\$ 2,681,783.47	\$ 778,048.51	\$ 3,459,831.98
632. Fuel	1,178,357.84	404,076.32	1,582,434.16
633. Water, Lights, Power	458,548.78	131,510.63	590,059.41
634. Janitors' Supplies	336,996.90	127,673.21	464,670.11
635. Telephone	32,018.39	7,327.92	39,346.31
Total Operation of Plant	\$ 4,687,705.38	\$ 1,448,636.59	\$ 6,136,341.97
65. Fixed Charges:			
653. Compensation: School Employees \$ 22,066.42	\$ 1,512.81	\$ 23,579.23	
654. Reimbursement: Injured Pupils 1,591.14	203.15	1,794.29	
656. Tort Claims	44,116.81	24,902.13	69,018.94
Total Fixed Charges	\$ 67,774.37	\$ 26,618.09	\$ 94,392.46
66. Auxiliary Agencies:			
661. Transportation of Pupils:			
1. Wages of Drivers	\$ 1,021,423.65	\$ 358,099.80	\$ 1,379,523.45
2a. Gas, Oil, Grease	849,225.73	336,915.83	1,186,141.56
2b. Gas Storage Equipment	27,265.10	4,062.45	31,327.55
3. Salaries: Mechanics	1,059,815.70	359,014.35	1,418,830.05
4a. Repair Parts, Batteries	608,121.25	235,760.29	843,881.54
4b. Tires and Tubes	298,444.73	102,445.92	400,890.65
4c. Insurance and License	733.77	234.73	968.50
4d. Garage Equipment	20,905.34	5,007.36	25,912.70
5. Contract Transportation	19,548.17	3,249.50	22,797.67
Sub-total (1-5)	\$ 3,905,483.44	\$ 1,404,790.23	\$ 5,310,273.67
6. Major Replacements	1,125,114.11	423,475.17	1,548,589.28
7. Principals' Bus Travel	38,894.36	13,438.63	52,332.99
Total Transportation	\$ 5,069,491.91	\$ 1,841,704.03	\$ 6,911,195.94
662. School Libraries	332,875.78	114,617.39	447,493.17
664. Child Health Program	372,553.28	168,269.62	540,822.90
Total Auxiliary Agencies	\$ 5,774,920.97	\$ 2,124,591.04	\$ 7,899,512.01
Total Paid Out by Administrative Units	\$ 82,885,559.97	\$31,573,586.28	\$114,459,146.25
B. State Aid Paid Direct:			
Surety Bond Premium, Printing, etc.			\$ 8,630.22
Total Support of Public Schools			\$114,467,776.47

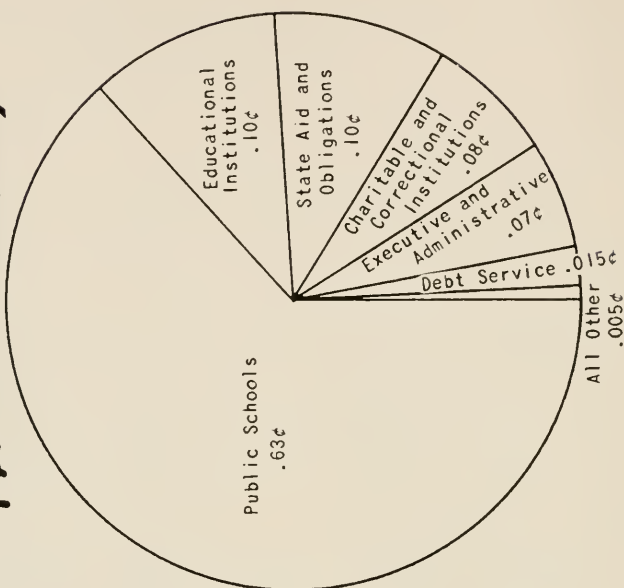
GENERAL FUND BUDGET DOLLAR, 1953-54

(ACTUAL RECEIPTS AND DISBURSEMENTS)

**WHERE IT CAME FROM
(\$218.4 MILLION)**



**WHERE IT WENT
(\$190.7 MILLION)**

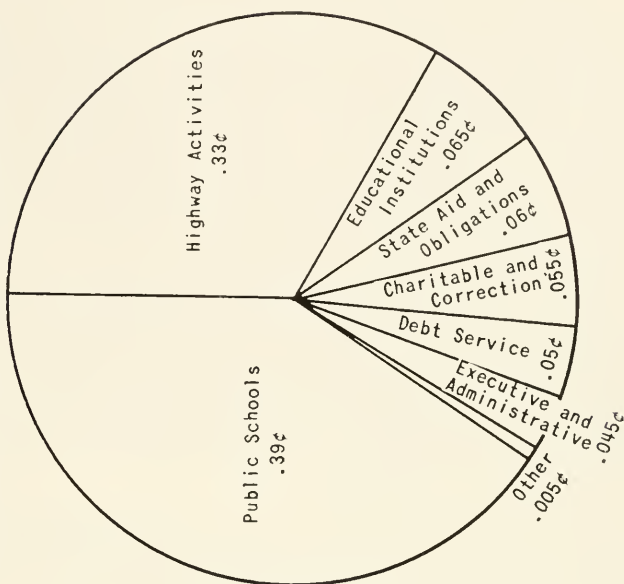
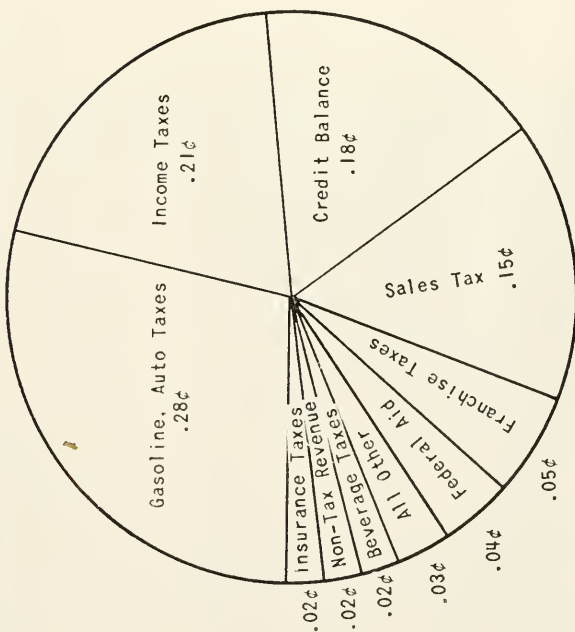


TOTAL STATE BUDGET DOLLAR, 1953-54

(Actual Receipts and Disbursements, Combined General and Highway Funds)

WHERE IT CAME FROM (\$366.4 MILLION)

WHERE IT WENT (\$303.1 MILLION)



THE LOCAL PROGRAM

In addition to the funds appropriated from the General Fund of the State, county and city units have certain funds either from taxes levied on property or from other sources which are used to supplement State funds in the operation of the public schools. Then, too, a number of the larger districts within county units have, under the law, voted a tax on property for the purpose of providing school facilities other than those provided with the use of State, county and city funds.

County and city administrative units are also responsible for capital outlay and debt service. In some few instances money is raised locally through gifts and money raising activities for the use of the local school. The General Assembly of 1949 provided for a building fund of \$50,000,000 which has been allotted to the local units and which is partly reflected in the figures under capital outlay in the table below.

This table shows expenditures from county, city and district sources for recent years for the three parts of the school budget.

EXPENDITURES FROM LOCAL FUNDS

Fiscal Year	Current Expense	Capital Outlay	Debt Service	Total
1933-34	1,950,306.27	942,409.03	5,709,358.57	8,602,073.87
1934-35	2,099,556.73	3,318,911.60	6,275,718.00	11,694,186.33
1939-40	5,136,723.59	3,804,400.24	6,809,941.71	15,751,065.54
1940-41	5,311,320.59	3,770,896.26	6,963,840.80	16,046,057.65
1941-42	5,920,586.41	4,095,917.78	7,181,737.55	17,198,241.74
1942-43	4,221,180.16	2,602,086.52	6,549,030.57	13,372,297.25
1943-44	6,484,295.18	1,655,345.97	6,608,158.55	14,747,799.70
1944-45	7,265,140.48	1,826,849.10	5,950,542.80	15,042,532.38
1945-46	7,979,704.66	3,147,430.76	5,968,357.45	17,095,492.87
1946-47	9,862,230.33	5,664,928.85	5,199,535.89	20,726,695.07
1947-48	12,471,674.01	13,936,643.85	4,978,474.21	31,386,792.07
1948-49	15,043,999.40	22,122,932.24	5,335,588.67	42,502,520.31
1949-50	16,214,185.16	22,104,092.66	5,900,230.03	44,218,507.85
1950-51	18,329,551.29	27,044,634.37	6,834,621.64	52,208,807.30
1951-52	19,867,706.33	30,195,975.93	7,226,354.85	57,290,037.11
1952-53	21,805,894.72	29,181,331.60	7,526,235.85	58,513,462.17
1953-54†	22,000,000.00	22,000,000.00	8,000,000.00	52,000,000.00

† Estimated.

SCHOOLS AND SCHOOL BUILDINGS

The first eight years of the North Carolina twelve-year program constitute the elementary school. Approximately 78 per cent of the total enrollment in the public schools is in these elementary grades, 758,000 in 1953-54. The number of teachers and principals employed in these schools in 1953-54 was 23,979. Although the enrollment and teacher assignments in the elementary school are far greater than in the high school, there were only 689 elementary principals against 876 high school principals. This difference gives an indication of the number of union schools in the State with a total twelve-year program, and also indicates the existence within the State of a number of very small elementary schools. Schools are classified as elementary, grades 1-8 or any combination thereof, and high school, grades 9-12.

Number of Schools.

Elementary Schools. Although an elementary school is operated in connection with practically all high schools in county units,

Modern one-story elementary school featuring well-lighted classrooms and cafeteria



locally designated "———High School," the statistics presented in the following table are for elementary schools whether separately organized or part of a union school.

As these figures show, there is a downward trend in the number of elementary schools, this trend due largely to the elimination of the smallest schools.

NUMBER OF ELEMENTARY SCHOOLS							
WHITE							
Year	1 Teacher	2-3 Teachers	4-6 Teachers	7-9 Teachers	10-14 Teachers	15 or more Teachers	Total
1929-30	978	1,003	1,129	...	...	...	3,110
1934-35	504	548	335	382	290	156	2,215
1939-40	274	336	313	384	315	171	1,793
1944-45	192	234	268	371	347	231	1,643
1949-50	79	156	232	324	350	324	1,465
1950-51	63	131	227	302	363	350	1,436
1951-52	51	97	210	317	353	364	1,392
1952-53	34	82	208	297	354	403	1,378
1953-54†	26	77	169	300	360	450	1,382
NEGRO							
1929-30	1,153	916	295	...	...	...	2,364
1934-35	982	916	252	64	50	26	2,290
1939-40	777	872	251	77	55	31	2,063
1944-45	619	771	224	94	81	48	1,837
1949-50	284	621	225	96	83	78	1,387
1950-51	233	532	220	95	88	93	1,261
1951-52	175	403	186	104	102	116	1,091
1952-53	100	308	166	108	103	141	926
1953-54†	88	273	142	118	107	148	876
TOTAL							
1929-30	2,131	1,919	1,424	...	...	...	5,474
1934-35	1,486	1,464	587	446	340	182	4,505
1939-40	1,051	1,208	564	461	370	202	3,856
1944-45	811	1,005	492	465	428	279	3,480
1949-50	363	777	457	420	433	402	2,852
1950-51	296	663	447	397	451	443	2,697
1951-52	226	505	396	421	455	480	2,483
1952-53	134	390	374	405	457	544	2,304
1953-54†	114	350	311	418	467	598	2,258

† Estimated.

Junior High Schools. The basic plan for organization of schools in North Carolina is the 8-4 plan, an elementary school of eight grades and a high school of four grades. On this basis the allotment of teachers paid from State funds is made, the funds are distributed, and the adoption of textbooks is made.

The law, however, provides that "the system, for convenience in administration, may be divided into three parts, the elementary school, consisting of the first six or seven grades, and a junior and senior high school, embracing the remaining grades, if better educational advantages may be supplied." Under authority of this law a few junior high schools have been organized in several administrative units.

The following units operated junior high schools (grades 7, 8 and 9) in 1953-54:

Asheville	2	Statesville	1
Hickory	1	Charlotte	2
Durham	3	New Hanover	4
Gastonia	2	Leaksville	1
Greensboro	5	Sanford	1
High Point	1		

Five units operated six-year junior-senior high schools: Edenton, Greensboro, Roanoke Rapids, Charlotte (3), and Wilson.

Number of High Schools. As the following table shows there is a decreasing trend in the number of small high schools and an increasing trend in the number of schools of larger size. The total number of high schools tends to decrease.

NUMBER PUBLIC HIGH SCHOOLS					
WHITE					
Year	1-2 Teachers	3-5 Teachers	6-11 Teachers	12 or More Teachers	Total
1929-30	101	403	243	...	747
1934-35	49	416	207	53	725
1939-40	22	358	288	83	751
1944-45	48	356	284	60	748
1949-50	21	226	369	107	723
1950-51	22	196	376	127	721
1951-52	15	193	371	138	717
1952-53	13	160	371	150	694
1953-54†	14	150	370	163	697
NEGRO					
1929-30	44	52	23	...	119
1934-35	69	86	24	10	189
1939-40	46	105	60	13	224
1944-45	41	116	60	13	230
1949-50	24	97	85	29	235
1950-51	24	79	99	34	236
1951-52	17	73	102	40	232
1952-53	15	68	106	47	236
1953-54†	12	60	108	49	229
TOTAL					
1929-30	145	455	266	...	866
1934-35	118	502	331	63	914
1939-40	68	463	348	96	975
1944-45	89	472	344	73	978
1949-50	45	323	454	136	958
1950-51	46	275	475	161	957
1951-52	32	266	473	178	949
1952-53	28	228	477	197	930
1953-54†	26	210	478	212	926

† Estimated.

Number of Schoolhouses.

The erection of school buildings and the care of school property are responsibilities of county boards of education in county units



Typical classroom in modern school. Multiple-use furniture and movable stage add effectiveness to attractive lay-out

and of city boards of trustees in city units. Construction is financed from funds raised by bond issues, borrowed money, tax levies, gifts, etc., and State grants.

As the following figures show there is a downward trend in the number of school houses. This is due to the fact that when new buildings are erected, they often replace several small wooden structures.

NUMBER OF SCHOOLHOUSES

Year	White	Negro	Total
1919-20	5,552	2,442	7,994
1924-25	4,655	2,431	7,086
1929-30	3,460	2,365	5,825
1934-35	2,511	2,267	4,778
1939-40	2,123	2,084	4,207
1944-45	1,978	1,918	3,896
1949-50	1,919	1,640	3,559
1950-51	1,937	1,519	3,456
1951-52	1,934	1,370	3,304
1952-53	2,012	1,272	3,284
1953-54†	2,000	1,250	3,250

†Estimated.

Appraised Value.

The value of school property tends to increase, both in total value and in value per pupil enrolled.

APPRAISED VALUE OF SCHOOL PROPERTY						
	WHITE		NEGRO		TOTAL	
	Total	Pupil*	Total	Pupil*	Total	Pupil*
1919-20	\$21,670,514	\$45.32	\$2,387,324	\$11.20	\$24,047,838	\$34.80
1924-25	63,434,665	113.40	7,271,170	29.03	70,705,835	87.31
1929-30	98,946,273	162.92	11,475,042	44.20	110,421,315	127.37
1934-35	94,290,164	152.99	12,309,808	44.55	106,599,972	119.42
1939-40	103,724,982	167.36	15,154,892	55.93	118,879,874	133.46
1944-45	114,660,497	203.80	18,285,060	73.08	132,945,557	163.56
1949-50	196,797,199	314.29	34,211,069	127.38	231,008,069	258.47
1950-51	235,852,975	370.54	46,705,140	170.91	282,558,115	310.58
1951-52	287,262,871	448.09	63,381,987	232.01	350,644,858	383.52
1952-53	316,483,762	484.94	77,408,825	280.06	393,892,587	423.99
1953-54†	335,000,000	490.28	90,000,000	316.03	425,000,000	439.02

* Enrolled. † Estimated.

Report on 1949 \$50 Million.

The General Assembly of 1949 made an appropriation of \$25,000,000 to aid the local units construct, improve and repair their school plant facilities. Provision was also made for a bond issue of another \$25,000,000 for this purpose upon a favorable vote of the people. By June 30, 1954, allocations from the total \$50 million to specific projects amounted to \$48,824,914.52. The table below gives data relative to the disbursement of this fund and the number of projects benefiting directly from this State money.

The second table shows the number of projects and types for which the funds were expended.

The 1953 \$50 Million.

The General Assembly of 1953 made provision for a \$50,000,000 bond election for school construction which received a favorable vote from the people. The first allocation from this fund was made in March, 1954; and by June 30, 1954, there was allocated \$2,480,374.89 to thirty projects as shown in the following table. Data in the second table below indicate the types of projects which have been approved.

Local bonds amounting to \$12,951,000 have been approved by votes in ten administrative units or districts since October 3, 1953, when the vote on the second \$50,000,000 in School Plant Construction and Improvement Bonds was taken. From this it

SCHOOL PLANT CONSTRUCTION, IMPROVEMENT, AND REPAIR FUND SHOWING MONEY APPROVED AND NUMBER OF PROJECTS BY RACE AND YEAR

Year	Money Approved for Specific Projects				Number Projects Approved			
	WHITE	NEGRO	INDIAN	TOTAL	WHITE	N	I	TOTAL
1949-50	\$ 7,716,392.03	\$ 6,509,850.63	\$ 291,715.09	\$ 14,517,957.75	181	72	3	256
1950-51	14,022,561.10	9,299,786.60	3,993.00	23,326,340.70	152	98	1	251
1951-52	3,956,328.17	4,093,020.79	54,940.44	8,104,289.40	56	44	1	101
1952-53	1,500,334.62	721,548.24	30,039.16	2,251,922.02	28	13	1	42
1953-54	440,637.66	164,729.60	19,037.39	624,404.65	4	6	1	11
Total to June 30, 1954	\$27,636,253.58	\$20,788,935.86	\$ 399,725.08	\$ 48,824,914.52	421	233	7	661

SCHOOL PLANT CONSTRUCTION, IMPROVEMENT, AND REPAIR FUND SHOWING TYPE OF FACILITIES PROVIDED, BY RACE AND YEAR

Year	Additions or New Buildings			Renovations			Service Systems			Equipment & Furniture			Repairs			Re-Roofing			TOTALS			
	W	N	I	W	N	I	W	N	I	W	N	I	W	N	I	W	N	I	W	N	I	
1949-50	141	64	3	208	8	1	9	12	3	15	17	2	19	2	2	3	3	181	72	3	256	
1950-51	133	91	1	225	6	1	7	12	6	18						1	1	152	98	1	251	
1951-52	51	44	1	96	1		1	4		4								56	44	1	101	
1952-53	25	13	1	39	1		1				1					1		1	28	13	1	42
1953-54	4	4	1	9					1	1							1	1	4	6	1	11
Total through 6-30-54	354	216	7	577	16	2	18	28	10	38	18	2	20	2	2	5	1	6	421	233	7	661

NOTE: There is no duplication in type of project; the major expenditure indicates the type.



Not too long ago structures and classrooms like these were prevalent
in North Carolina

can be seen that the local units are realizing the need for supplementing the funds allocated by the State, in an effort to provide adequate school facilities to take the place of out-moded and condemned buildings and to meet the needs of increasing enrollments.

SCHOOL PLANT CONSTRUCTION AND IMPROVEMENT BONDS OF 1953
Money Approved and Number of Projects by Race, 1953-54

	White	Negro	Indian	Total
Money Approved for Specific Projects	\$1,135,146.91	\$1,345,277.98	\$	\$2,480,374.89
Number of Projects Approved	17	13	..	30
Additions or New Buildings .	16	13	..	29
Renovations	1	..	..	1

Second-shift pupils waiting for available classrooms for afternoon session



LENGTH OF TERM, ENROLLMENT AND ATTENDANCE

Length of Term.

By an amendment to the Constitution in 1917 the minimum school term was set at six months (120 days), effective for the first time in 1919-20. Districts or county and city units could by a vote of the people extend the term beyond this minimum. The General Assembly of 1931 assumed support of a six-month term out of State funds on certain State standards of cost. Likewise, this General Assembly continued an appropriation for a longer term up to eight months in special high school districts. In 1933 an eight-months State-supported school term was set up by legislative act. Ten years later the General Assembly increased the school term to nine months.

The accompanying table shows the average terms at five-year intervals from 1919-20 to 1949-50. Since 1949-50 the average term has been approximately 180 days in both white and Negro schools.

AVERAGE TERM IN DAYS			
Year	White	Negro	Total
1919-20	135.9	127.4	134.0
1924-25	148.0	136.3	145.2
1929-30	159.6	141.0	154.0
1934-35	160.3	159.0	159.9
1939-40	164.4	164.2	164.3
1944-45	178.4	178.5	178.4
1949-50	180.0	179.9	180.0

Enrollment and Attendance.

During the war years, from 1939-40 to 1944-45, there was a decrease in enrollment in the public schools. Since 1944-45, however, there has been a tendency for both enrollment and attendance to increase, as the table on the following page shows.

Enrollment by Grades.

As the table Enrollment by Grades shows, the distribution of enrollment by grades has improved within the four-year period from 1949-50 to 1953-54. The proportion in all high schools increased from 20.4 per cent in 1949-50 to 21.3 per cent in 1953-54.

ENROLLMENT AND ATTENDANCE

Elementary Schools

ENROLLMENT (Code a+e)

AVERAGE DAILY ATTENDANCE

Year	White	Negro	Total	White	Negro	Total
1924-25	485,753	242,976	728,729	.....	.....	.....
1929-30	505,589	244,413	750,002	398,886	173,747	572,633
1934-35	485,566	249,489	736,055	420,179	202,417	622,596
1939-40	456,331	231,359	687,690	411,684	195,084	606,768
1944-45*	461,683	222,063	683,746	412,942	186,197	599,139
1949-50	487,666	224,138	711,804	441,104	194,523	635,627
1950-51	494,258	225,597	719,855	449,671	198,560	648,231
1951-52	496,677	223,714	720,391	450,001	194,846	644,847
1952-53	503,751	224,664	728,415	456,821	195,737	652,558
1953-54†	530,463	231,136	761,599	483,619	207,265	690,884

High Schools

Year	White	Negro	Total	White	Negro	Total
1924-25	72,240	6,976	79,216	.....	.....	.....
1929-30	101,755	15,182	116,937	87,711	12,551	100,262
1934-35	129,748	26,845	156,593	115,464	23,373	138,837
1939-40	163,436	39,603	203,039	148,095	35,140	183,235
1944-45*	100,938	28,142	129,080	89,608	24,399	114,007
1949-50	137,501	44,440	181,941	123,508	38,556	162,064
1950-51	142,247	47,675	189,922	126,446	41,359	167,805
1951-52	144,404	49,474	193,878	128,556	42,703	171,259
1952-53	148,871	51,737	200,608	132,782	44,380	177,162
1953-54†	152,821	53,646	206,467	139,466	46,612	186,078

All Schools

Year	White	Negro	Total	White	Negro	Total
1924-25	557,993	249,952	807,945	426,999	169,212	596,211
1929-30	607,344	259,595	866,939	486,507	186,298	672,805
1934-35	616,314	276,334	892,648	535,643	225,790	761,433
1939-40	619,767	270,962	890,729	559,779	230,224	790,003
1944-45*	562,621	250,205	812,826	502,550	210,596	713,146
1949-50	625,167	268,578	893,745	564,612	233,079	797,691
1950-51	636,505	273,272	909,777	576,117	239,919	816,036
1951-52	641,081	273,188	914,269	578,557	237,549	816,106
1952-53	652,622	276,401	929,023	589,603	240,117	829,720
1953-54†	683,284	284,782	968,066	623,085	253,877	876,962

* Beginning in 1943-44 elementary schools included grades 1-8. † Average daily attendance estimated.

ENROLLMENT BY GRADES

(Code a + e)

Grade	WHITE				NEGRO			
	Number		Per Cent		Number		Per Cent	
	1949-50	1953-54	1949-50	1953-54	1949-50	1953-54	1949-50	1953-54
1	76,539	88,947	12.2	13.0	42,129	40,461	15.7	14.2
2	66,657	69,288	10.7	10.1	31,594	31,440	11.8	11.1
3	63,083	64,772	10.1	9.5	29,943	29,641	11.1	10.4
4	60,976	65,306	9.7	9.6	28,824	29,303	10.7	10.3
5	58,743	68,284	9.4	10.0	26,596	28,421	9.9	10.0
6	57,098	61,971	9.1	9.1	23,896	26,075	8.9	9.2
7	54,506	58,496	8.7	8.5	21,710	24,061	8.1	8.4
8	49,766	53,020	8.0	7.7	19,216	21,402	7.2	7.5
Ungraded	398	379	.1	.1	230	332	.1	.1
Elementary	487,666	530,463	78.0	77.6	224,138	231,136	83.5	81.2
9	45,520	48,718	7.3	7.1	16,313	18,538	6.1	6.5
10	36,742	41,620	5.9	6.1	12,221	14,344	4.6	5.0
11	29,394	33,686	4.7	5.0	8,997	11,484	3.3	4.1
12	25,680	28,778	4.1	4.2	6,834	9,213	2.5	3.2
Ungraded	165	19	.0	.0	75	67	.0	.0
High School	137,501	152,821	22.0	22.4	44,440	53,646	16.5	18.8
Total	625,167	683,284	100.0	100.0	268,758	284,782	100.0	100.0

Membership and Attendance.

The relationship of pupils in average daily membership to average daily attendance indicates the holding power of the schools. As the following table shows, high school pupils attend school better than elementary school pupils. Likewise, white children attend better than Negroes.

PERCENTAGE OF MEMBERSHIP IN ATTENDANCE									
Year	WHITE			NEGRO			TOTAL		
	Elem.	H.S.	Total	Elem.	H.S.	Total	Elem.	H.S.	Total
1934-35	91.7	95.2	92.5	89.2	94.1	89.7	90.9	95.0	91.6
1939-40	94.1	95.7	95.4	90.1	93.9	90.7	92.8	95.3	93.4
1944-45*	93.6	94.8	93.8	89.6	92.6	89.9	92.3	94.3	92.6
1949-50	93.4	94.6	93.7	91.0	92.7	91.3	92.7	94.1	93.0
1950-51	94.0	94.5	94.1	92.0	93.1	92.2	93.3	94.2	93.5
1951-52	93.6	94.1	93.7	92.8	92.3	91.2	93.4	93.6	93.0
1952-53	93.7	94.2	93.8	90.7	91.8	90.9	92.8	93.6	92.9
1953-54	94.3	94.7	94.4	91.9	92.6	92.0	93.6	94.2	93.7

Days Attended Per Pupil.

The following table shows the average number of days attended by each pupil in average daily membership. For the past several years the number has been almost constant at 167 days, with a slightly better record for white children when the racial division is made.

AVERAGE NUMBER OF DAYS ATTENDED PER PUPIL IN MEMBERSHIP (Average term multiplied by per cent membership in attendance)			
Year	White	Negro	Total
1934-35	148.3	142.6	146.5
1939-40	156.8	148.9	153.5
1944-45	167.3	160.5	165.2
1949-50	168.7	164.2	167.4
1950-51	169.3	165.9	168.2
1951-52	168.6	164.1	167.3
1952-53	168.7	163.5	167.1
1953-54	169.9	165.6	168.7

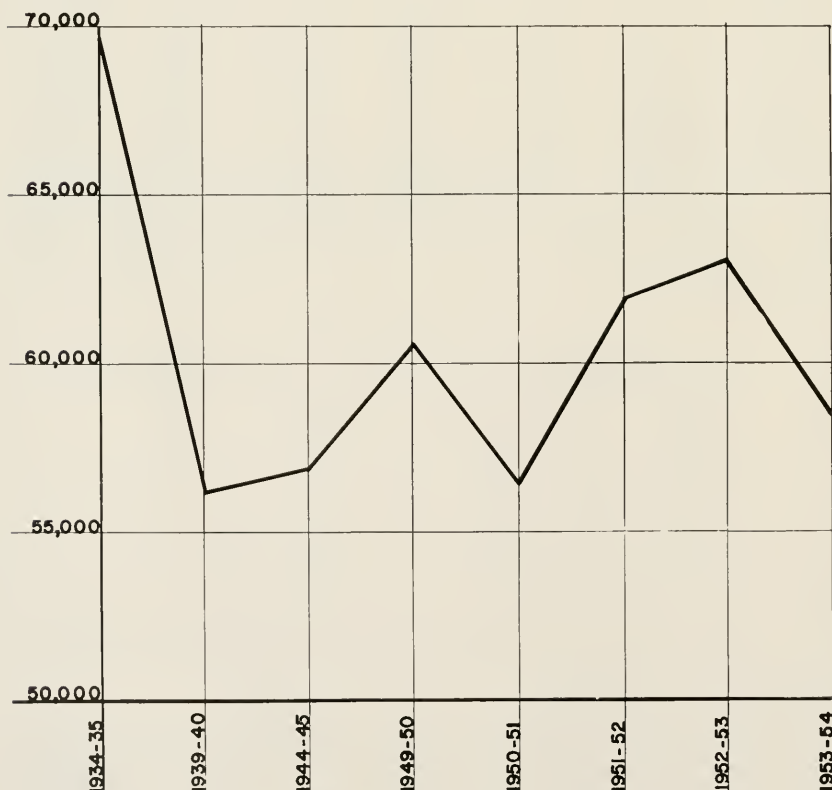
Drop-Outs and Absences.

The percentage of drop-outs, those children who leave school for one reason or another, has decreased. Less than 5 per cent of the total enrollment left school during 1953-54 as compared with 8.6% of white and 6.7% of Negro pupils in 1934-35.

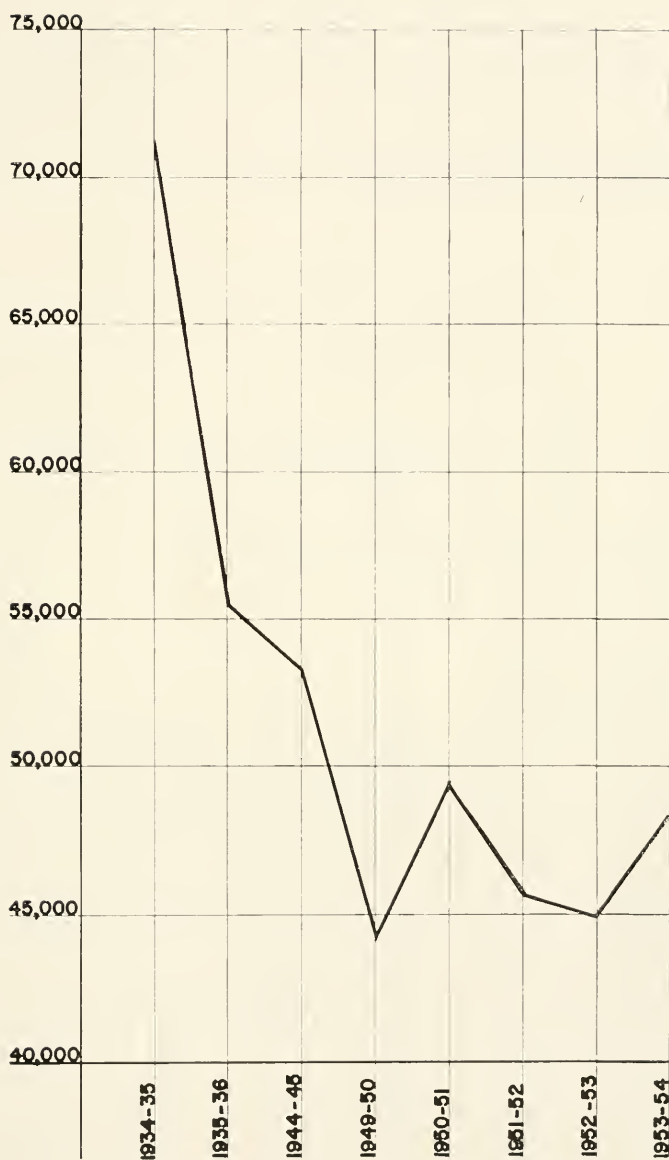
DROP-OUTS* AND ABSENCES

Year	WHITE				NEGRO			
	Drop-Outs	Per Cent	Average Daily Absences	Per Cent	Drop-Outs	Per Cent	Average Daily Absences	Per Cent
1934-35	52,891	8.6	43,714	7.5	18,402	6.7	25,939	10.3
1939-40	39,640	6.4	32,634	5.5	15,849	5.8	23,615	9.3
1944-45	38,762	6.9	33,182	6.2	14,557	5.8	23,578	10.1
1949-50	30,705	4.9	38,197	6.3	13,286	4.9	22,330	8.7
1950-51	34,769	5.5	36,283	5.9	14,715	5.4	20,431	7.8
1951-52	32,371	5.0	38,800	6.3	13,129	4.8	23,000	8.8
1952-53	32,213	4.9	39,036	6.2	12,812	4.6	23,911	9.1
1953-54†	34,164	5.0	36,863	5.6	13,385	4.7	21,700	8.0

* Enrollment (Code a+e) less membership (last day of school). † Estimated.



Total Average Daily Absences, North Carolina Public School, 1934-54



Total Drop-outs, North Carolina Public Schools, 1934-54

Promotions and High School Graduates.

Nearly 95% of all white school children and approximately 90% of Negro pupils are now promoted to the next higher grade at the close of the school year as compared with 83% and 71% respectively in 1934-35. The number and per cent of high school graduates are also at the peak record. As the following table shows, 35,460 boys and girls graduated from the public high schools this past school year.

PROMOTIONS AND HIGH SCHOOL GRADUATES*								
Year	WHITE				NEGRO			
	Promotions		H.S. Graduates		Promotions		H.S. Graduates	
	No.	**%	No.	**%	No.	%	No.	%
1934-35	469,414	83.3	19,011	92.2	182,946	70.9	3,053	90.1
1939-40	493,608	85.1	26,690	97.4	191,615	75.1	4,839	89.3
1944-45†	468,728	89.5	21,981	97.8	190,574	80.9	4,948	94.1
1949-50	557,961	93.9	24,226	97.7	224,093	87.8	6,259	96.2
1950-51	567,162	94.3	24,288	98.3	229,582	88.8	6,477	95.7
1951-52	576,482	94.7	24,930	98.1	232,039	89.2	7,110	96.4
1952-53	588,311	94.8	26,386	98.4	236,194	89.6	7,848	96.7
1953-54†	616,661	94.8	27,138	98.9	243,427	89.6	8,322	96.9

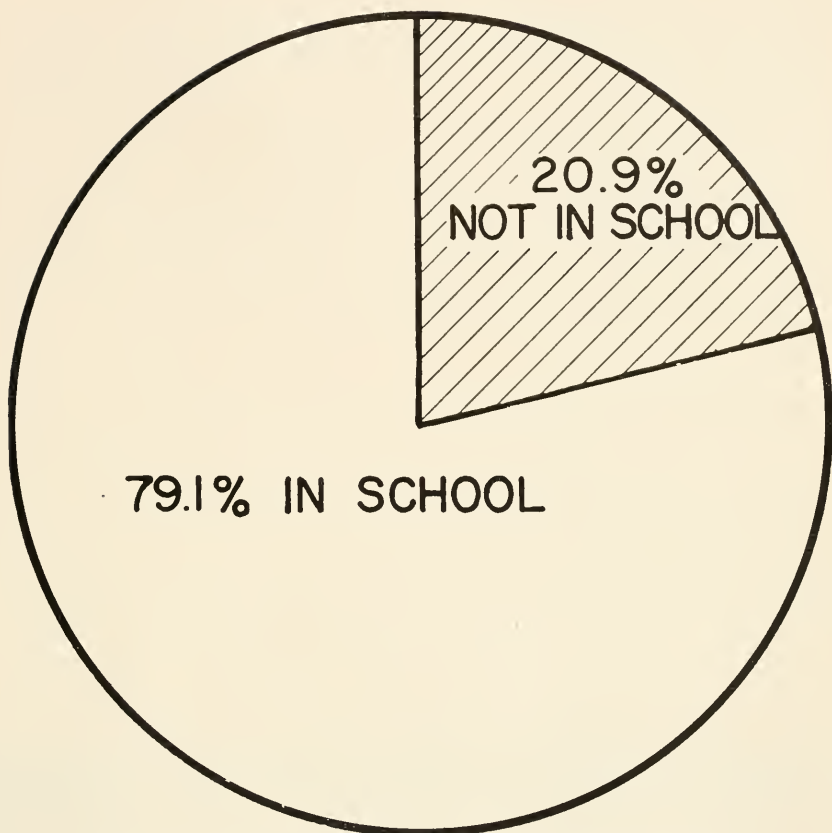
* Completion of eleventh grade, first two years. † Estimated.
 ** Of membership (last day) † Graduates from both eleven and twelve year schools;
 % from 12th grade only this and following years.

Attendance Workers.

Attendance work is concerned with the attainment of regular school attendance by all children of school age. The work logically falls into two types: (1) preventive and (2) corrective. In order that this work may be dispatched with order and effectiveness, a special attendance worker should be employed as a member of the local superintendent's professional staff. This person should be qualified by training and experience to perform the various duties necessary in securing regular school attendance on the part of those entitled to attend school.

Some of the duties normally assigned to an attendance worker are the following:

1. Visit schools and homes.
2. Assist teachers in keeping up-to-date census.
3. Make investigations as to physical and mental disabilities of children.
4. Assist in securing regular attendance of those of noncompulsory attendance ages.
5. Investigate maladjustments.



Percentages of All School-age Children in School and Not in School in North Carolina, 1950-51. (Statistics: National Education Association.)

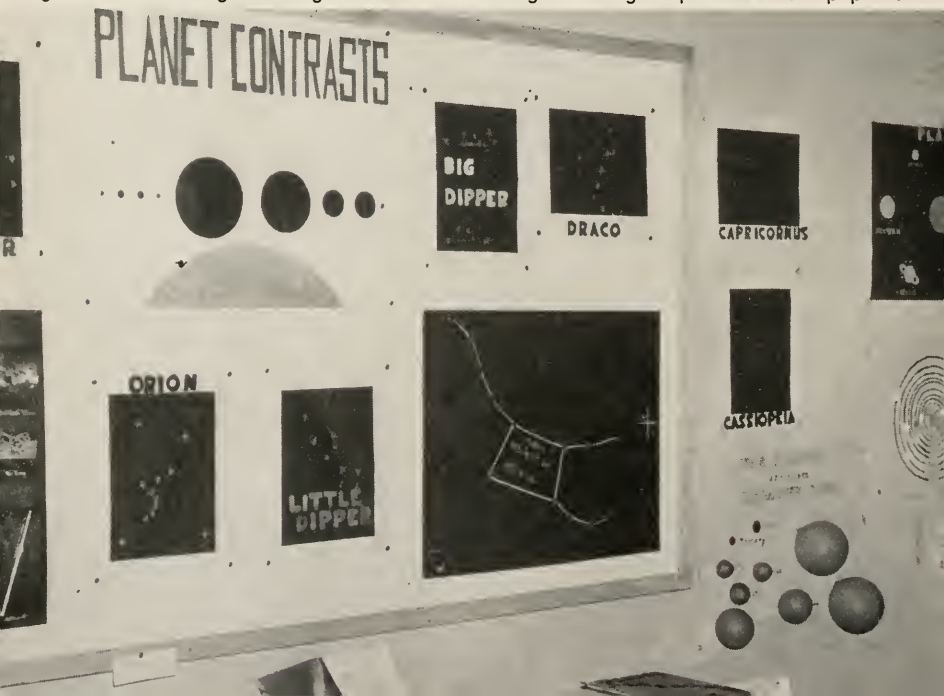
6. Investigate absences of those coming within compulsory attendance ages and make reports to principal of school concerning such investigations.
7. Work with other agencies in enforcement of compulsory attendance law—welfare, health, juvenile courts, etc.
8. Investigate and prosecute violators of the compulsory attendance law.

Under present law school units may employ and pay the salary of an attendance worker from local funds. In units which do not employ such workers, the superintendent of public welfare is "charged with the duty of investigating and prosecuting all violators of the compulsory attendance law." As indicated above,

however, this particular duty is just one aspect of the duties of an attendance worker. Then, too, the superintendent of public welfare is working under the direction of a different department of the government and has many other duties in connection with welfare services.

During 1953-54 there were 63 attendance workers employed, 56 white and 7 Negro, in a total of 70 administrative units, 35 county and 35 city. The other 104 units relied on the departments of welfare, not for attendance work, but for the enforcement of the compulsory attendance law only.

ecting and constructing teaching aids is a rewarding learning experience for pupil and



INSTRUCTIONAL PERSONNEL

Number.

Following the change-over from a 7-4 plan of organization to an 8-4 plan in 1942-43, there was an increase in the number of elementary teachers and a compensatory decrease in the number of high school teachers. Due to increasing average daily attendance and a slight change downward in the basis of teacher allotment, however, there has also been a marked increase in the number of both elementary and high school teachers in recent years.

The number of elementary principals, both white and Negro, tends to increase as the size of schools increases; whereas the number of high school principals, in accordance with the decrease in number of high schools, tends to decrease.

In 1949 provision was made for paying the salaries of supervisors of instruction from State funds. To such positions the State Board in 1953-54 allotted funds for paying the salaries of 260 persons, 176 white and 84 Negro. Several of the larger city units provided for the employment of additional supervisors to give attention to specific subject areas.

In the following table supervisors are included in the number of principals beginning with the year 1949-50:

NUMBER OF TEACHERS							
Year	ELEMENTARY		HIGH SCHOOL		TOTAL		
	White	Negro	White	Negro	White	Negro	Total
1929-30	13,351	5,350	4,138	536	17,489	5,886	23,375
1934-35	12,383	5,810	3,776	687	16,159	6,497	22,656
1939-40	12,305	5,884	5,229	1,112	17,534	6,996	24,530
1944-45	13,252	6,105	4,140	1,037	17,392	7,142	24,534
1949-50	14,538	6,125	5,386	1,442	19,924	7,567	27,491
1950-51	14,937	6,244	5,624	1,591	20,560	7,835	28,395
1951-52	15,134	6,319	5,751	1,712	20,885	8,031	28,916
1952-53	15,847	6,482	5,952	1,819	21,800	8,300	30,100
1953-54†	16,449	6,564	6,147	1,896	22,596	8,460	31,056
NUMBER OF PRINCIPALS AND SUPERVISORS							
1929-30	210	74	108	13	318	87	405
1934-35	221	61	658	116	879	177	1,056
1939-40	333	93	705	165	1,038	258	1,296
1944-45	368	102	718	193	1,086	295	1,381
1949-50*	563	173	695	212	1,258	385	1,643
1950-51	605	204	691	215	1,296	419	1,715
1951-52	635	235	682	208	1,317	443	1,760
1952-53	693	250	659	218	1,352	468	1,820
1953-54†	702	264	665	219	1,367	483	1,850

* Supervisors included beginning with this year. † Estimated.

Training and Certification.

State Advisory Council. Upon recommendation of The State Education Commission (1948), the State Superintendent created a State Advisory Council on Teacher Education which has the three-fold responsibility to: (a) bring about cooperation, (b) serve as a State-wide planning agency, and (c) advise the State Department of Public Instruction on teacher education problems. The personnel of this Council includes classroom teachers, principals, supervisors, superintendents, college teachers and administrators, the executive secretaries of the two State teachers' associations, and representatives from the N. C. Congress of Parents and Teachers, the State School Board Association and the State Department of Public Instruction. Also, the college representatives on the Committee on Collaboration with the State Department of Public Instruction of the N. C. College Conference are also members of the Council.

The Council has recently completed studies on:

Special Certificates for Supervisors

Certification of Elementary School Librarians

The Emergency Teacher and Supervised Student Teaching

Elementary pupils learn general science through teacher-directed activities



It is currently engaged in studying the following:

- Education of the Elementary Teacher
- Education of the Secondary Teacher
- Standards for an Approved Teacher Education Institution
- Selective Recruitment and Admission
- Student Teaching
- Renewal Requirements for Certificates
- Special Certificate for Critic or Supervising Teachers
- Experience Credit in the Certification of Secondary Teachers
- Certificate for Attendance Workers
- Certificate for Teachers of Industrial Education
- Industrial Arts Teachers and the Present Requirements for the Graduate Certificate

When a study has been completed, it is presented to the N. C. College Conference through its Committee on Collaboration with the State Department, if deemed necessary, or directly to the State Board of Education which has final authority "to regulate the grade, salary and qualifications of teachers."

Student council in action in elementary school—affording opportunities for sharing opinions, planning for a better school, and developing leadership



Certification. The Division of Professional Service in the State Department of Public Instruction administers the rules and regulations of the State Board of Education governing the certification of teachers and other professional school personnel. Certificates are issued on the basis of credits obtained at institutions of higher learning plus experience and other requirements specified in these rules and regulations as filed with that Division.

Present Situation. Approximately 92 per cent of present North Carolina teachers, principals, and supervisors hold certificates based on college graduation and above. About 2,300 hold certificates based on less than college graduation. The index shows the average training of all teachers and principals (100 points equals a year's training above elementary school).

The following table gives the number of teachers and principals at each training level and the average training index for certain selected years:

TRAINING OF TEACHERS, PRINCIPALS AND SUPERVISORS										
Year	High School			WHITE AND INDIAN College					Total	Index
	2 Yrs.	3 Yrs.	4 Yrs.	1 Yr.	2 Yrs.	3 Yrs.	4 Yrs.	5 Yrs.		
1921-22	1,504	1,383	5,523	887	2,659	888	2,410	....	15,254	492.6
1924-25	487	1,233	4,952	1,731	2,843	2,190	3,512	....	16,948	552.4
1929-30	43	42	1,236	2,571	2,540	3,712	7,455	....	17,599	676.1
1934-35	....	14	74	681	1,666	4,218	10,364	....	17,017	741.5
1939-40	....	27	20	74	261	1,696	16,460	....	18,538	785.7
1944-45	....	31	332	415	524	1,294	15,202	634	18,432	775.9
1949-50	....	8	256	351	573	1,635	17,205	1,085	21,113	782.3
1950-51	....	4	122	305	466	1,483	18,045	1,365	21,790	788.7
1951-52	....	....	95	204	351	1,512	18,478	1,527	22,167	792.4
1952-53	....	....	66	133	301	1,425	19,291	1,911	23,127	796.6
1953-54	....	....	54	115	284	1,408	19,699	2,400	23,960	799.4
NEGRO										
1921-22	1,567	739	1,510	68	519	38	113	....	4,554	351.7
1924-25	1,002	1,295	1,594	369	604	270	175	....	5,309	395.9
1929-30	431	587	1,250	1,063	740	1,160	720	....	5,951	525.7
1934-35	....	479	180	970	1,174	2,265	1,588	....	6,656	640.2
1939-40	....	159	23	76	244	1,830	4,906	....	7,238	752.6
1944-45	....	6	15	69	69	296	6,816	146	7,417	792.1
1949-50	....	1	5	35	28	169	7,012	691	7,941	804.2
1950-51	....	....	5	26	26	152	7,160	866	8,235	806.8
1951-52	....	....	3	22	24	122	7,308	996	8,475	808.8
1952-53	....	....	3	17	23	105	7,388	1,228	8,764	811.6
1953-54	....	....	2	15	20	88	7,390	1,428	8,943	813.9
TOTAL										
1921-22	3,071	2,122	7,033	955	3,178	926	2,523	....	19,808	460.2
1924-25	1,489	2,528	6,546	2,100	3,447	2,460	3,687	....	22,257	515.1
1929-30	474	629	2,486	3,634	3,280	4,872	8,175	....	23,550	638.3
1934-35	....	493	254	1,651	2,840	6,483	11,952	....	23,673	713.0
1939-40	....	186	43	150	505	3,526	21,366	....	25,776	776.4
1944-45	....	37	347	484	593	1,590	22,018	780	25,849	780.6
1949-50	....	9	261	386	601	1,804	24,217	1,776	29,054	788.0
1950-51	....	4	127	331	492	1,635	25,205	2,231	30,025	793.6
1951-52	....	....	98	226	375	1,634	25,786	2,523	30,642	796.6
1952-53	....	....	69	150	324	1,530	26,679	3,139	31,891	800.7
1953-54	....	....	56	130	304	1,496	27,089	3,828	32,903	803.4

Supply and Demand.

In the following table the supply of teachers is represented by the number of students who were graduated from North Carolina colleges last spring and who qualified for the Class A teacher's certificate. Data showing demand are in terms of new teachers, those who did not teach the year before.

SUPPLY AND DEMAND, 1953-54

Area	White			Negro		
	Demand	Supply	Difference	Demand	Supply	Difference
Elementary	1,707	663	-1,044	359	523	+164
High School	810	1,262	+452	189	652	+463
Agriculture	17	75	+ 58	2	35	+ 33
Art	6	20	+ 14	1	5	+ 4
Bible	4	27	+ 23	0	11	+ 11
Biology	15	48	+ 33	3	74	+ 71
Chemistry	0	6	+ 6	0	16	+ 16
Commerce	119	157	+ 38	24	96	+ 72
Distributive Ed.	3	—	— 3	0	0	0
English	173	219	+ 46	39	71	+ 32
French	7	13	+ 6	5	10	+ 5
Health	0	0	0	0	5	+ 5
Home Ec.	97	114	+ 17	25	56	+ 31
Industrial Arts	14	26	+ 12	3	30	+ 27
Latin	1	1	0	0	0	0
Library Science	16	10	— 6	7	2	— 5
Mathematics	77	84	+ 7	15	30	+ 15
Music	37	75	+ 38	15	19	+ 4
Physical Ed.	71	208	+137	11	64	+ 53
Physics	0	0	0	0	2	+ 2
Science	70	64	— 6	18	19	+ 1
Social Studies	61	105	+ 44	15	87	+ 72
Spanish	1	3	+ 2	2	1	— 1
Others	21	7	— 14	4	19	+ 15

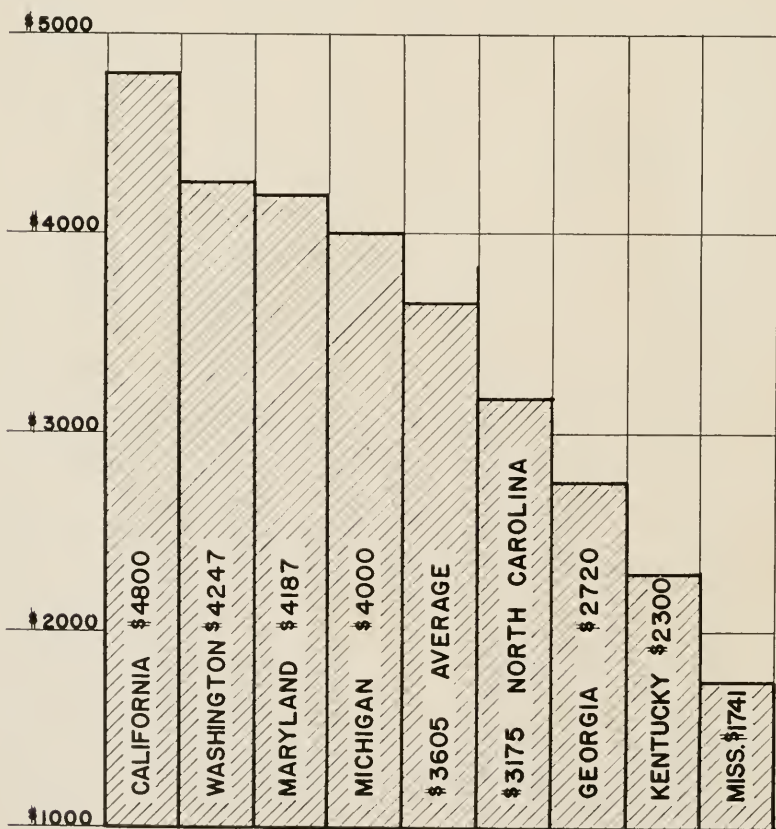
+ Over supply.

Recruitment. The fact that there is a shortage of elementary white teachers points out the need for recruitment efforts in this area. On the State level a Coordinator of Teacher Education has been added to the staff of the Department of Public Instruction and is at present making studies of this problem. One such study answers the question: Why teachers leave the profession? This study showed that slightly fewer than ten per cent of the teaching force in 1952-53 left the profession. The largest proportion of those who left did so to enter or resume homemaking (3.5%); 1.17% left to enter another gainful occupation; 1.15% left because spouse was transferred to another location; 1.08% were not offered re-employment; and the remaining 2.29% left for various reasons, including illness, death, retirement, military service, further study, etc.

Future Teacher Clubs. It is believed that Future Teachers of America Clubs help in the recruitment of teachers. According to

the records, there are 76 of these clubs in the 694 public high schools for white students with a membership of 2,072. In 13 senior institutions of higher learning which prepare teachers, the F. T. A. Clubs have a membership of 702.

Student Aid. Thirty states have State scholarships for persons preparing themselves as teachers in the public schools. North Carolina does not provide funds for this purpose. Practically all institutions of higher learning of the State, however, have work plans, scholarship and fellowship aid, and loan funds for which prospective teachers may apply. In some instances local persons or civic clubs sponsor a limited number of students providing tuition or other college expenses.



Average Salaries of All Classroom Teachers, 1953-54. North Carolina Ranks Thirty-third Among the 48 States. (Statistics: National Education Association.)

Salaries Paid.

North Carolina teachers are paid on a monthly basis, twenty teaching days to the month, in accordance with the State standard salary schedule. Principals and supervisors are paid on a ten months basis, the principals on a different schedule. Vocational teachers of agriculture and home economics are paid in accordance with the State salary schedule for ten, eleven or twelve months each school year. They are also paid a small sum for travel expense. (See section on Financial Support.)

During 1953-54, according to a study made by the North Carolina Education Association, 60 units paid local supplements to all teachers. Most of these were city units. Another 78 units paid supplementary salaries to teachers in certain positions—principal, coach, band director, choral director, superintendent, supervisor, and industrial arts instructor. "Slightly more than one-third of the teachers of the State teach in units paying a

AVERAGE ANNUAL SALARIES, ALL FUNDS**A. Teachers (Excluding Vocational)**

Year	ELEMENTARY		HIGH SCHOOL		TOTAL		Total
	White	Negro	White	Negro	White	Negro	
1919-20	\$	\$	\$	\$	\$ 516.15	\$ 298.45	\$ 465.98
1924-25	.....	.....	.....	.....	835.11	455.41	760.17
1929-30	865.06	509.89	1,241.69	826.80	954.11	538.75	849.17
1934-35	607.88	405.47	668.32	504.20	620.93	415.31	561.29
1939-40	953.57	701.30	967.56	766.04	957.31	710.63	885.67
1944-45	1,286.03	1,309.83	1,327.28	1,265.45	1,294.34	1,304.46	1,297.33
1949-50	2,526.31	2,640.19	2,564.49	2,570.06	2,535.24	2,628.69	2,561.27
1950-51*	2,810.72	2,930.16	2,798.17	2,817.11	2,807.74	2,910.26	2,836.33
1951-52	3,143.27	3,257.19	3,088.43	3,090.58	3,130.17	3,226.41	3,157.16
1952-53	3,153.18	3,273.98	3,140.64	3,145.16	3,150.19	3,249.52	3,177.78
1953-54†	3,170.00	3,299.00	3,171.00	3,177.00	3,170.00	3,275.00	3,199.14

B. Principals and Supervisors

1929-30	.....	.....	.....	.....	2,405.36	1,344.37	2,177.44
1934-35	1,125.08	889.48	1,223.79	884.78	1,198.96	886.40	1,146.58
1939-40	1,592.82	1,312.01	1,731.16	1,281.44	1,686.78	1,292.13	1,608.17
1944-45	2,067.17	2,152.62	2,318.85	2,220.34	2,233.57	2,196.93	2,225.74
1949-50**	3,857.37	3,797.05	4,309.80	4,234.90	4,106.97	4,038.15	4,090.84
1950-51	4,110.51	4,005.41	4,451.10	4,407.84	4,292.10	4,211.91	4,272.51
1951-52	4,488.69	4,416.12	4,863.21	4,880.64	4,682.63	4,634.22	4,670.45
1952-53	4,655.63	4,652.88	5,337.68	5,332.59	4,988.08	4,969.49	4,983.30
1953-54†	4,649.67	4,691.36	5,419.19	5,394.35	5,027.55	5,011.43	5,023.08

C. Vocational Teachers (Including Travel)

Year	White	Negro	Total
1934-35	1,338.45	848.46	1,283.29
1939-40	1,639.57	1,075.69	1,602.49
1944-45	2,153.33	1,960.80	2,114.29
1949-50	3,586.21	3,406.90	3,549.74
1950-51	3,896.29	3,676.37	3,850.01
1951-52	4,133.29	3,885.16	4,078.94
1952-53	4,287.34	4,100.14	4,244.07
1953-54†	4,300.00	4,115.00	4,255.00

* "Contingency salaries applicable to 1949-50 paid to teachers holding Graduate, Class A and Class B certificates.

** Supervisors beginning in 1949-50. † Estimated.

local supplement to all teachers. These supplements range from a low of \$50 per year to a high of \$378 for beginning A-certificate teachers; and from \$50 to \$914 for teachers with a G-12 Certificate."

The first of the two following tables shows average annual salaries paid teachers and principals from both State and local

NUMBER EMPLOYED AND AVERAGE SALARIES, STATE FUNDS

		A. Teachers			
		WHITE		NEGRO	
		No.	Average	No.	Average
Elementary:	1935-36	12,304	\$ 735.50	5,820	\$ 496.66
	1939-40	12,082	916.42	5,864	671.18
	1944-45	12,984	1,249.21	6,075	1,272.52
	1949-50	14,043	2,458.06	6,069	2,559.71
	1950-51*	14,380	2,742.52	6,164	2,848.91
	1951-52**	14,594	3,071.49	6,241	3,170.85
	1952-53	15,352	3,067.72	6,396	3,182.80
	1953-54	15,812	3,084.98	6,467	3,207.70
	1935-36	3,544	779.12	720	579.55
	1939-40	4,279	905.80	982	709.53
High School:	1944-45	3,122	1,257.83	814	1,247.49
	1949-50	4,035	2,460.19	1,171	2,459.24
	1950-51*	4,243	2,702.85	1,295	2,692.07
	1951-52**	4,337	2,998.54	1,393	2,971.60
	1952-53	4,574	3,028.23	1,482	3,019.05
	1953-54	4,753	3,058.25	1,544	3,050.82
	1935-36	15,848	745.22	6,540	505.78
	1939-40	16,361	913.64	6,846	676.68
	1944-45	16,106	1,250.88	6,889	1,269.56
	1949-50	18,078	2,458.65	7,240	2,543.46
Total:	1950-51*	18,623	2,733.48	7,459	2,821.68
	1951-52**	18,931	3,054.77	7,634	3,134.49
	1952-53	19,926	3,058.65	7,878	3,151.99
	1953-54	20,565	3,078.80	8,011	3,177.47
		B. Principals			
Elementary:	1935-36	228	1,287.78	65	1,027.68
	1939-40	320	1,445.83	78	1,215.49
	1944-45	333	1,977.42	93	2,082.53
	1949-50	404	3,759.36	100	3,914.91
	1950-51*	418	3,970.80	119	4,049.24
	1951-52**	448	4,341.64	149	4,408.49
	1952-53	491	4,567.44	164	4,672.03
	1953-54	508	4,633.05	181	4,687.99
	1935-36	680	1,440.16	131	1,051.91
	1939-40	705	1,679.25	169	1,227.36
High School:	1944-45	711	2,284.04	191	2,191.36
	1949-50	682	4,368.35	213	4,156.14
	1950-51*	684	4,374.18	212	4,365.28
	1951-52**	677	4,746.78	210	4,786.63
	1952-53	654	5,229.85	218	5,235.28
	1953-54	660	5,238.77	216	5,302.99
	1935-36	908	1,401.90	196	1,042.87
	1939-40	1,025	1,606.38	239	1,223.48
	1944-45	1,044	2,186.24	284	2,155.72
	1949-50	1,086	4,079.00	313	4,079.07
Total:	1950-51*	1,102	4,221.17	331	4,251.66
	1951-52**	1,115	4,626.57	359	4,629.69
	1952-53	1,145	4,945.79	382	4,993.47
	1953-54	1,168	4,975.32	397	5,022.60
		C. Supervisors			
	1949-50	152	3,052.55	73	3,043.60
	1950-51*	170	3,435.88	83	3,424.75
	1951-52**	171	3,920.95	83	3,928.55
	1952-53	173	3,901.03	85	3,960.68
	1953-54	176	3,996.40	84	4,019.54

* Includes "contingency salaries" applicable to 1949-50.

** Includes "contingency salaries" applicable to 1950-51.

funds. The second table gives the number of persons and average salaries paid from State funds.

Attendance Per Teacher Employed.

There has been a tendency for the average number of pupils per teacher to decrease within recent years. However, North Carolina, according to figures compiled by the National Education Association for 1950-51, ranks 46th among the states with an average of 28.7 pupils per teacher. (See Section on Education in the States, page 136.)

PUPILS IN AVERAGE DAILY ATTENDANCE PER TEACHER EMPLOYED
(Not including vocational teachers and classified principals)

Year	Elementary		High School		Total	
	White	Negro	White	Negro	White	Negro
1929-30	29.9	32.5	21.1	23.5	27.8	31.7
1934-35	33.9	35.0	33.9	33.0	33.9	34.8
1939-40	33.5	33.2	28.3	31.6	31.9	32.9
1944-45	31.2	30.5	21.6	23.5	28.9	29.5
1945-46	31.5	30.5	22.1	24.6	29.2	29.7
1946-47	31.3	30.7	23.2	25.6	29.2	29.8
1947-48	31.5	31.5	23.4	27.1	29.4	30.8
1948-49	30.8	31.8	27.8	31.7	30.1	31.8
1949-50	30.3	31.8	27.8	32.1	29.7	31.8
1950-51	30.1	31.8	27.2	31.0	29.4	31.7
1951-52	29.7	30.8	27.1	29.8	29.1	30.7
1952-53	28.8	30.2	26.8	29.2	28.3	30.0
1953-54*	30.7	31.7	29.2	30.5	30.4	31.5

* Based on average daily attendance for first seven months.

THE INSTRUCTIONAL PROGRAM

ELEMENTARY AND SECONDARY

The elementary curriculum in North Carolina is designed to provide for individual children, according to their needs and abilities, a balanced program in reading, language, spelling, writing, arithmetic, social studies, health, physical education, art, music and science. Through these subject areas children are given opportunities to gain competence in the basic skills and to develop properly in the important areas of physical and emotional maturity and good citizenship.

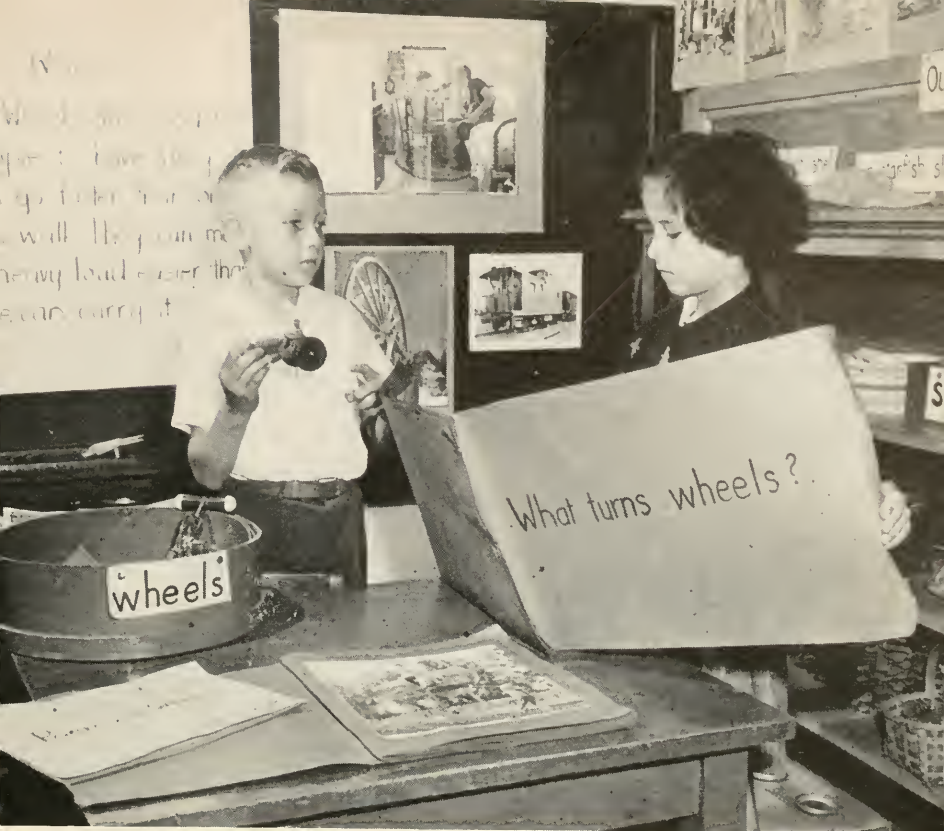
Language arts includes those subjects which we use in everyday communicating: reading, writing, spelling, listening, speaking. These subjects are tools to learning in all curriculum areas.

Through the social studies pupils are introduced to the social world. Through related history and geography pupils are helped to understand their own cultural heritage and the important events, explorations, and inventions leading up to the social world of today.

Through the study of arithmetic pupils learn to compute, weigh, and measure in exact terms. Through arithmetic pupils learn to think and solve problems quantitatively.

Sharing information as well as one's enthusiasm for books is basic to a good reading program





Reading made meaningful through self-motivated and self-created stories

Art and music develop aesthetic appreciations and enable us to express ourselves creatively and communicate ideas as we do in speaking or writing.

Health and physical education are concerned with the development of sound personal, physical and mental health. Stress is placed also upon understanding and improving community health, safety and recreation.

In adapting and modifying the curriculum to varying community needs, emphasis is directed to the necessity of planning a total program which promotes maximum child growth and development.

This curriculum is implemented by the use of free textbooks. Library books, supplementary readers, maps and globes, art and construction supplies, music appreciation materials, and other aids are also used in instruction.

A study of the North Carolina schools has revealed that a large number of the problems relative to improving the educational opportunities for North Carolina youth are fundamentally associated with the small size of so many high schools. The

curriculum offerings for many high schools are limited to the five academic fields: English, mathematics, social studies, science and foreign languages. Three-teacher high schools attempt to offer four units in each of these subject fields, except for foreign languages in which only two units are offered. Such a program has been designed primarily for those students who will go to college and probably accounts for the withdrawal of many pupils for whom such opportunities are inappropriate.

In high schools with six or more teachers, it becomes possible to increase the curriculum offerings to suit more nearly the various needs and abilities of students. The number of high schools with six or more teachers is increasing from year to year. In 1944-45 43 per cent of the schools had six or more teachers, whereas for the session 1952-53 there were 674 schools or 72.5 per cent with six or more teachers. Nevertheless, the number of small high schools is still one of the greatest handicaps to the development of a satisfactory curriculum.

NUMBER OF HIGH SCHOOLS BY NUMBER OF TEACHERS, 1952-53

Number of Teachers and Principals	Number of Schools						
	White			Negro			Total
	County	City	Total	County	City	Total	
1-2	12	1	13	13	2	15	28
3	36	1	37	3	5	8	45
4	50	2	52	15	5	20	72
5	69	2	71	35	5	40	111
1-5	167	6	173	66	17	83	256
6	83	1	84	25	9	34	118
7-11	258	29	287	55	17	72	359
12-16	67	14	81	16	10	26	107
Above 16	17	52	69	5	16	21	90
6 and above	425	96	521	101	52	153	674
Total	592	102	694	167	69	236	930

SUBJECTS TAKEN BY HIGH SCHOOL STUDENTS

As is shown in the accompanying table the percentage of schools offering other than the five subjects mentioned above is as follows: Agriculture, 55; typewriting, 63; shorthand, 32; music, 15; industrial arts, 11; vocational shop and trades 6; art, 5; diversified occupations, 5; and distributive education, 2.

Only about half of the persons who enter high school graduate four years later. It has been found that the holding power of the larger high schools is greater than that of the smaller schools.

**NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS
SUBJECTS, 1953-54**
(From High School Principal's Annual Report)
(Enrollment By Subjects Does Not Include 5224 9th Grade Students In
Junior High School)

Subjects (Grades 9-12)	White		Negro		Total	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
ENGLISH:						
English I	659	45,217	227	18,617	886	63,834
English II	648	41,045	227	14,502	875	55,547
English III	644	33,418	226	11,683	870	45,101
English IV	639	27,063	222	9,123	861	36,186
Dramatics	77	2,445	26	1,076	103	3,521
Speech	54	1,287	15	469	69	1,756
Journalism	63	1,410	11	424	74	1,834
Spelling	25	2,153	11	597	36	2,750
Library Science	21	317	..	..	21	317
Remedial English	3	78	5	172	8	250
Public Speaking and Debating	2	159	..	..	2	159
MATHEMATICS:						
General Math I	521	26,478	197	14,962	718	41,440
General Math II	18	713	19	1,111	37	1,824
Algebra I	613	31,540	210	11,064	623	42,604
Algebra II	441	14,764	96	3,092	537	17,856
Plane Geometry	455	11,192	153	3,995	608	15,187
Solid Geometry	59	982	3	44	62	1,026
Trigonometry	49	1,025	4	50	53	1,075
Advanced Algebra	32	683	1	94	33	777
SOCIAL STUDIES:						
Citizenship	503	26,493	190	11,664	693	38,157
World History	421	17,677	169	6,331	590	24,008
U. S. History	606	32,811	209	11,094	815	43,905
Economics	391	9,441	156	5,020	547	14,461
Sociology	403	9,710	159	5,362	562	15,072
Problems	51	1,845	24	1,082	75	2,927
Geography	234	6,406	59	1,943	293	8,349
Ancient History	4	181	2	74	6	255
Modern History	1	61	..	..	1	61
Occupation Course	6	210	12	592	18	802
Negro History	..	..	3	375	3	375
Guidance	8	282	..	..	8	282
N. C. History	1	62	4	838	5	900
Government	8	335	..	..	8	335
SCIENCE:						
General Science	527	24,245	182	10,625	709	34,870
Biology	626	40,616	218	14,106	844	54,722
Chemistry	381	9,142	174	6,116	555	15,258
Physics	246	4,451	94	2,543	340	6,994
Advanced General Science	12	366	2	293	14	659
Photography	2	185	..	..	2	185
Advanced Biology	3	117	1	21	4	138
Aviation	8	251	..	..	8	251
Radio	3	159	..	..	3	159
HEALTH AND SAFETY:						
Health	631	41,986	209	17,731	840	59,717
Safety	8	1,038	8	363	16	1,401
Driver Education*	90	3,034	27	916	117	3,950
PHYSICAL EDUCATION:	665	48,517	209	17,731	874	66,248
ART:	27	1,528	18	1,191	45	2,719
MUSIC:						
Glee Club	158	10,788	68	4,525	226	15,313
Band & Orchestra	121	6,501	45	2,694	66	9,195

**NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS
SUBJECTS, 1953-54 (Continued)**
(From High School Principal's Annual Report)
(Enrollment By Subjects Does Not Include 5224 9th Grade Students In
Junior High School)

Subjects (Grades 9-12)	White		Negro		Total	
	No. Schools	No. Students	No. Schools	No. Students	No. Schools	No. Students
VOCATIONAL AND PREVOCATIONAL:						
Agriculture I	449	10,099	134	3,391	583	13,490
Agriculture II	436	7,412	122	2,277	558	9,689
Agriculture III-IV	430	8,003	110	2,281	540	10,284
Home Economics I	591	19,978	198	7,875	789	27,853
Home Economics II	585	14,982	195	6,175	780	21,157
Home Economics III & IV	400	5,558	154	3,669	554	9,227
Family Life	30	938	10	218	40	1,156
Home Crafts	5	282	3	39	8	321
Commercial Cooking	1	90	3	57	4	147
Home Arts (Boys)	6	158	...	...	6	158
Industrial Arts	62	3,458	41	2,734	103	6,192
Mechanical Drawing	39	1,660	3	53	42	1,713
Vocational Shop	36	1,126	26	830	62	1,956
Woodwork	10	656	3	113	13	769
Auto Mechanics	2	25	9	257	11	282
Other Trades As Bricklaying, Car- pentry, etc.	10	648	17	624	27	1,272
Diversified Occupations	22	736	8	183	30	919
Distributive Educ.	23	740	1	36	24	776
BUSINESS EDUCATION:						
General Business	208	7,893	42	1,340	250	9,233
Typewriting I	555	27,308	120	4,151	675	31,459
Typewriting II	482	11,875	81	1,635	563	13,510
Business Arithmetic	122	4,508	25	820	147	5,328
Elementary Book- keeping	352	8,855	25	567	377	9,422
Advanced Book- keeping	33	503	...	...	33	503
Shorthand I	329	7,713	56	970	385	8,683
Shorthand II	103	1,534	6	70	109	1,604
Business English	31	887	5	77	36	964
Salesmanship	9	222	...	...	9	222
Business Law	14	494	3	94	17	588
Business Geography	1	29	1	14	2	43
Office Practice	49	894	4	44	53	938
Business Machines	1	13	...	...	1	13
Retail Practice	2	140	...	...	2	140
FOREIGN LANGUAGE:						
French I	394	8,535	189	4,315	583	12,850
French II	355	4,495	163	3,748	518	8,243
Latin I	112	3,896	9	238	121	4,134
Latin II	108	3,071	8	173	116	3,244
Latin III & IV	10	491	...	...	10	491
Spanish I	89	2,985	14	441	103	3,426
Spanish II	82	1,634	9	218	91	1,852
Spanish III	1	60	...	...	1	60
OTHER SUBJECTS:						
Psychology	20	935	...	...	20	935
Religious Education .....	...	...	2	70	2	70
Bible I	44	2,421	1	40	45	2,461
Bible II	19	513	...	...	19	513
Bible III	2	26	...	...	2	26
Child Development	1	38	...	...	1	38
R.O.T.C.	1	385	...	...	1	385

* Many schools do not yet report data for driver education. A special inventory made during May of 1954 revealed the following facts: 201 schools provided instruction including practice driving to 6,858 students. An additional 720 students in 8 schools received classroom instruction only. This inventory covered 40% of the State's high schools.

DRIVER AND SAFETY EDUCATION

North Carolina has been interested in driver education since it first began to operate school transportation systems on local community levels in various areas of the State. As early as 1927, legislation was passed requiring public schools to teach traffic safety, and that law is still in effect. In the School Machinery Act of 1933, the General Assembly authorized the setting up of a Statewide school transportation system; however, there was no highly developed program for training school bus drivers until the late 1930's. About the same time the State also became interested in all types of accidents and, consequently, other types of safety education. It was in 1939 that the Legislature instructed the State Superintendent of Public Instruction to add a course in safety education for every child in the first eight grades of the public schools. Such a course was to include traffic safety.

In the late thirties North Carolina began to develop a few programs of high school driver education with the use of auto-

Instruction materials, pupil-made and teacher-made, afford excellent environment for many creative activities

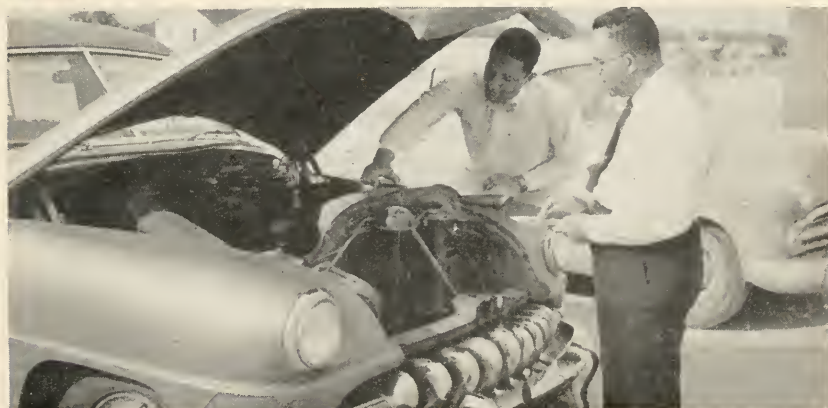




It's never too early to teach traffic safety!

mobiles; but this work, of necessity, was curtailed during the war. Since the war, driver education, with the use of cars in the training program has become more and more prevalent throughout the State. Growth in this area of education is based on the firm belief that driver education, including classroom and car instruction, is the most effective single means for improving the driving behavior of school-age persons. Best results are felt to take place when instruction is given at the approximate time one reaches legal driving age.

Early in the development of driver education in North Carolina, it was recognized that teachers needed special preparation if this program was to succeed. As a result, special courses were organized by the State Department of Public Instruction and conducted through North Carolina college facilities, with the assistance of instructors from the Association of Casualty and Surety Insurance Companies, New York University Center for Safety Education and the American Automobile Association. Others assisting with this requested program in driver education included the Highway Safety Division and the State Department of Motor Vehicles. As the importance of driver education was increasingly recognized, the demand for courses in this area likewise increased; and the Department of Public Instruction found it necessary to reorganize its total program. Instead of merely trying to satisfy requests for assistance in



Teachers of all races learn about driver education in preparation for teaching this subject



Teacher evaluates student's performance in road-driving test

this important aspect of education, the Department, in 1950, approached the problem from the point of view of the desirability of offering driver education to all pupils of beginning driver's age. Thus was born the idea of a Statewide driver education program. Prior to 1950, teacher training courses in driver education were organized to meet the needs of superintendents requesting trained teachers. Since 1950, such courses have been organized on the basis of preparing as soon as possible an adequate number of teachers for a Statewide program. Such a program will require 420 full-time instructors.

It was learned during the growth of the driver education program that training courses were best attended when they were offered in institutions scattered throughout the State rather than at one centrally-located college. As a result, 260 teachers were trained in 1954 in twelve different locations; whereas, only 24 teachers were trained in 1947 in a single institution. In 1953 there were eight basic training courses attended by 98 teachers; in 1952 there were four such courses attended by 78 persons. More than enough teachers have been trained for supplying the demand in North Carolina for driver education teachers;

FIELD GAMES

QUIET GAMES

ELEMENTARY PLAY

PRIMARY PLAY

SERVICE

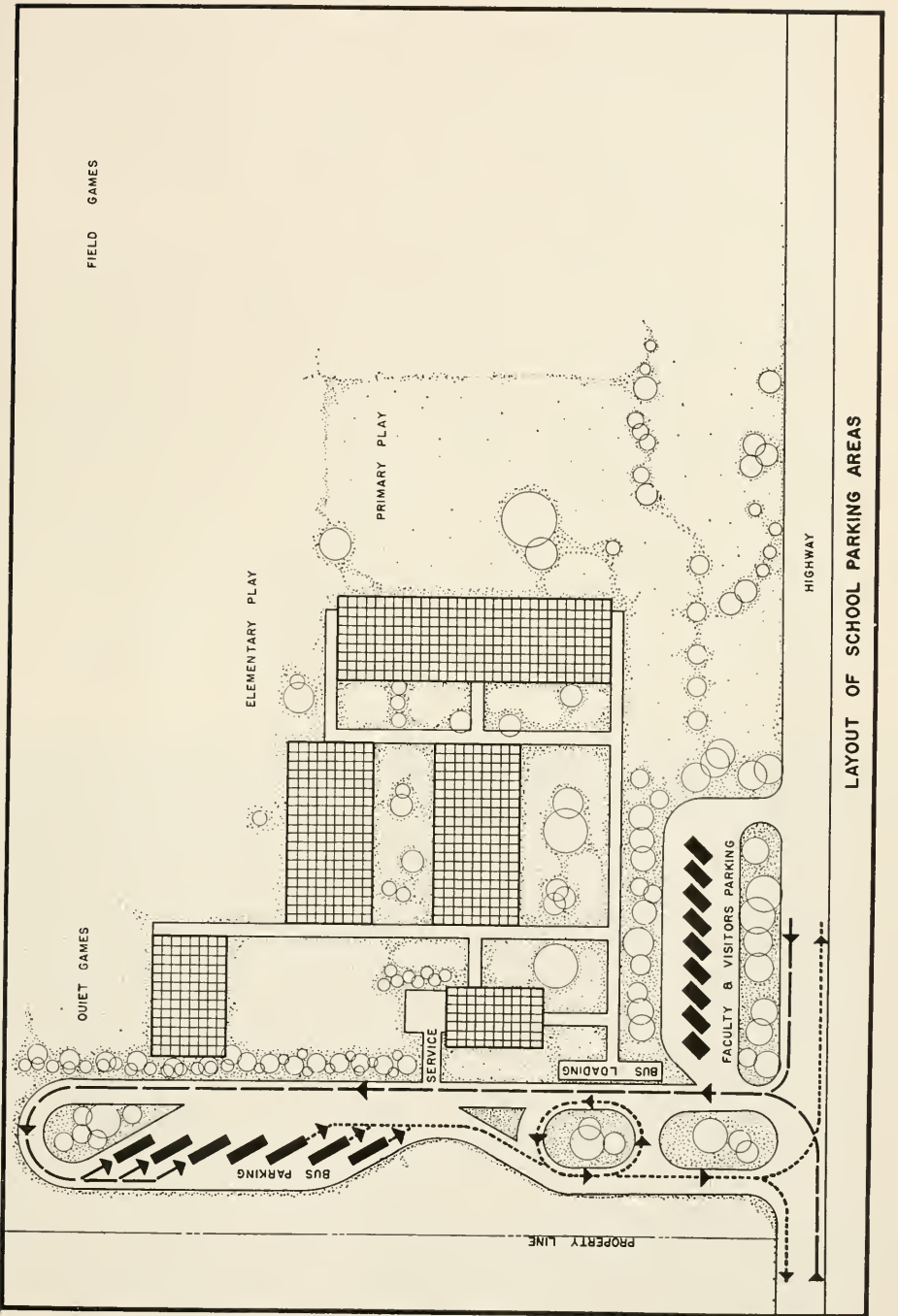
BUS LOADING

FACULTY & VISITORS PARKING

HIGHWAY

PROPERTY LINE

LAYOUT OF SCHOOL PARKING AREAS



yet many of these have become administrators and supervisors and are no longer available as teachers.

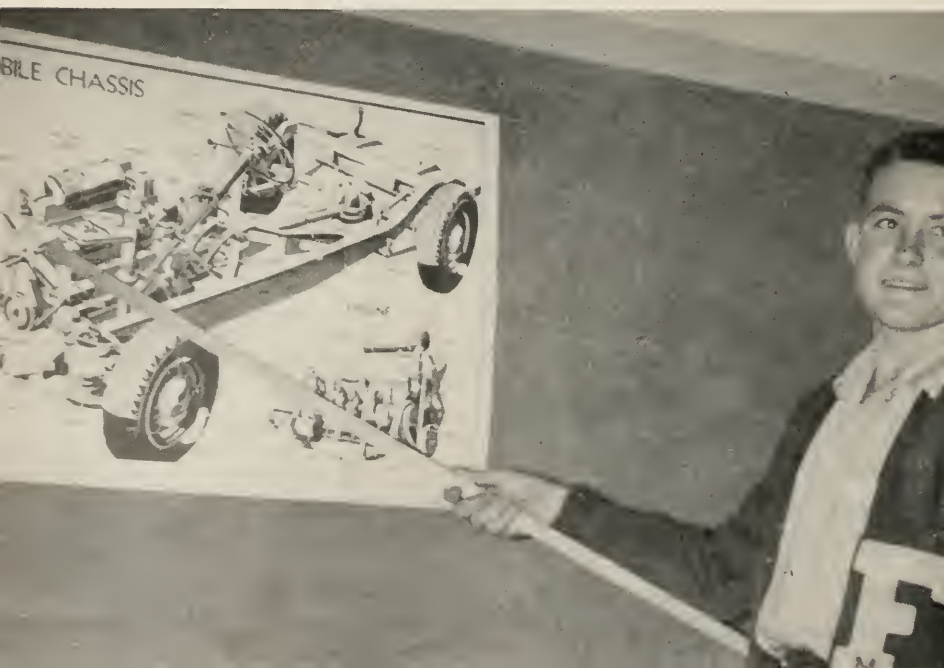
In 1953 more than 200 schools offered classroom and car instruction in driver education; and it now appears that more than 150 schools will add this course during the current school year. It is expected that all schools will offer classroom instruction in traffic safety, according to the law of 1927.

During the development of the driver education program, the Department of Public Instruction has learned some of the most effective and economical ways of teaching driver education as well as preparing teachers in this field. At present, North Carolina State College and A and T College are offering credit courses in driver education. Since the need for teacher preparation in this area is so great, two additional persons have been procured in the Department of Public Instruction for the purposes of training and supervising teachers on the job.

A curriculum guide for driver education has been prepared by the Department of Public Instruction and widely used in mimeograph form. The printed edition will be available soon.

Not only has the Department been interested in driver education for a number of years, but it has been equally concerned

High school boy explains functions of each automobile part



with a comprehensive program of general safety education. By 1945 it was realized that existing curriculum guides in safety education were out of date and almost useless. Consequently, by 1948 a well-organized plan for developing a practical curricular guide for safety education was begun through teacher groups all over the State. More than 2,000 schools were surveyed, using a checklist of 240 items prepared by the National Education Association. Three major problems emerged: teachers themselves were not aware of the enormity of the accident problem; teachers, by and large, had no preparation for dealing with the problem; and materials were lacking for effectively tackling the problem.

With the aid of teachers, administrators, and supervisors throughout the State, the Department of Public Instruction developed a manual in safety education for teacher use. This bulletin was distributed in the spring of 1954. It is the aim of the Department that every school in North Carolina have a well-coordinated program of safety education from the first grade through the twelfth; and that driver training be an integral part of this general program of safety education when pupils are ready by reason of age and attitude for this experience.

In 1952 the National Safety Council rated North Carolina's traffic safety program as twenty-first in the nation; in 1953 the Council rated the State's program ninth in the nation and second in the Southeastern area. As the State continues to improve its program, it is hoped that the over-all program will be second to none in the entire nation.

HEALTH EDUCATION

The Health Education program in the public schools functioned much the same way in 1952-54 as it did the previous biennium. Much progress, however, has been made in cooperative planning by local schools and local health departments.

Considerable improvement has been made in each of the three inter-related phases of the health education program in the public schools as indicated below.

Health Services.

Schools and health departments cooperatively carry on the health services in the schools. Teachers screen out children who



Schools and health departments cooperate throughout the State

seem to have some defect or special health need. Nurses from the health department consult with teachers concerning children who may need to be referred for medical care. Such pupils are then referred to the private physician, to the school clinic, or to the health department. Nurses and/or teachers make home visits to encourage parents to get defects corrected. The teacher has the aid of the "North Carolina Teacher Screening and Observation Record" card and the "Teacher Screening and Observation Manual" as guides in helping to determine children with defects or with special health problems.

The school health funds, appropriated by the General Assembly of 1953 to the Board of Education for grants-in-aid to local school administrative units have greatly strengthened the entire health program. Many children whose parents were not able to pay for correction of defects have been aided through these funds. The following report gives in detail the number and types of defects that were corrected through the use of school health funds:

NUMBER OF CHILDREN RECEIVING SERVICES

Defect	1952-53	*1953-54
Tonsils	4,217	4,097
Teeth	16,713	15,817
Ears	213	962
Hernia	78	106
Orthopedic	43	35
Intestinal Parasites	1,051	910
Eyes (glasses)	2,343	2,197
Eye Surgery	27	17
All others	61	1,748
Diagnostic Services		
Eye Examinations	1,163	1,668
Medical Examinations	15,044	20,066
Chest X-rays	13	920
Hearing tests with Audiometers	(No report)	69,367

* Includes figures reported from 167 of the 174 school administrative units.

Many children found through the health service program to need special services have been enrolled in the special education classes.

Happy situation! Pupil, doctor, and parent in pre-school clinic





Third-graders wash hands in renovated washroom just before lunch period

Healthful School Living.

This phase of the school health program pertains to the child's total environment at school—his mental, emotional, social, as well as physical environment.

New school buildings with adequate sanitary facilities and up-to-date busses have greatly improved the physical environment of the child. Local health departments check the sanitary conditions of the school buildings periodically and file reports with the local superintendents and the State Department of Public Instruction. This procedure motivates local schools to keep their facilities in good condition. The sanitarian uses the "Sanitation Inspection Form," a device cooperatively developed for this inspection. Information from this inspection is used in the accreditation of schools.

All teachers and other members of the school staff are required to have a health certificate filed with the superintendent to make sure their health is not a hazard to the children.

Schools are concerned with the emotional and social phases of the pupil's environment. Efforts are made to have balanced programs of activities, programs which are free of too many pressures, and which promote social growth.

Health Instruction.

This phase of health education receives major emphasis in the health program of the schools. Teachers in the elementary grades spend the required 30 minutes per day, or more if needed, on health instruction. This instruction is based not only on the over-all health needs of the school and community, but also on the needs of individual children as ascertained by information about their growth and development, findings from medical examinations, and observations by teachers.

The health instruction program is greatly enriched by use of the State-adopted textbooks, which are furnished free to children in the elementary schools.

During the early part of 1954, *Health Education, Publication 287*, was issued to teachers and other school and health personnel. This bulletin includes a discussion of the important phases of the entire school program, as well as number of suggested resource units for the teacher's use. This publication was pre-

Track provides athletic opportunity for many students





A Dutch folk-dance is presented as a culmination activity in music appreciation

pared by the Division of School Health and Physical Education in cooperation with many school and health department personnel on the local level. Shortly after this bulletin was issued, local school and health leaders met in regional conferences with staff members of the Division to get acquainted with the publication and to discuss ways of using it effectively in the health program.

PHYSICAL EDUCATION

The aim of physical education, as a part of the total school program, is to contribute, through physical activity, to the optimum development and adjustment of the individual.

Schools are attempting to attain this aim through:

1. *Required classes.* Thirty minutes a day of instruction, exclusive of rest and recess periods, is required for pupils in grades 1-8; and a minimum of three periods (45-60 minutes each) a week is required for all students in the

ninth grade. One unit of credit is given when this is combined with two periods of health instruction each week. No textbook has been adopted for the use of students or teachers in this field; but a curriculum guide, *Physical Education in the Elementary and Secondary Schools*, has been developed and is used in lieu of a text.

2. *Elective classes.* It is recommended that physical education be offered to all students when facilities and personnel permit. Many schools are doing this on an elective basis for students in grades 10, 11 and 12.
3. *Intramural and recreational activity.* Most schools are meeting the needs of the students who do not make the school athletic team by providing activities on an intramural basis. Social recreation opportunities are provided in many cases as a part of the extra-curriculum phase of the school program.

Swimming, a recreational sport, also has values for adult life





Music and physical education may be combined in the elementary classroom

4. *Interscholastic athletics.* Almost 100 per cent of the 954 high schools in the State sponsor one or more interscholastic athletic teams. The Division of Health and Physical Education at all times encourages a well-balanced program of athletics for all pupils.

There is evidence of increasing diversification of physical education programs, but team sports continue to predominate. In 1953-54, over 99 per cent of the schools had boys' basketball; 53 per cent had football; and 66 per cent had baseball teams. Tract was reported in 5 per cent of the schools and golf and tennis were found in about 3 per cent of the schools.

Since 1952 the schools of the State have operated their athletic programs under uniform standards of health, safety, and eligibility. These standards were devised by city and county superintendents in cooperation with physical education teachers and coaches and adopted by the State Board of Education. In August 1953 a staff member was added to the Division of

School Health and Physical Education with specific responsibility in the area of athletics. The establishment of these standards and the assignment of a person trained to work in this area have served to integrate athletics with the total program of physical education and has helped to improve the total instructional program in North Carolina.

MUSIC EDUCATION

The Legislature of 1949 provided for the addition of a State Supervisor of Music to the State Department of Public Instruction. The purpose of the position is to aid in the establishment and supervision of the music programs in the public schools. By 1953 the work had become so extensive that the Legislature voted to add six assistants to the staff.

Music in the Elementary School.

Since approximately 70 per cent of the rural schools have no organized music programs, most of the time of the staff is used in holding workshops with entire units of classroom teachers to aid them in bringing music into the classroom. It is the

Elementary pupils enjoy music through varied activities—marching, singing, and playing rhythm instruments





Individual instruction is vital in the teaching of music

aim of the music program to use music as an enrichment of the total school program, rather than as an isolated subject. In the hands of the classroom teacher, music is used as recreation to condition children for further activity, and to help the teacher make classroom work more meaningful.

Music in the High School.

The music program in the high schools of North Carolina ranges from a single offering of mixed chorus on an elective basis to offerings of band, orchestra, glee clubs, vocal and instrumental ensembles, and instrumental class instruction. High schools are urged to offer an elective course in the area of general music education. Such a course is often entitled "General Music" or "Consumers Music." The content of such a course consists of music with which the student will be associated during his lifetime: music as recreation, music in worship, music of our serious thoughts. Such a course can be of lasting value to any student in high school, regardless of his background or performance ability.

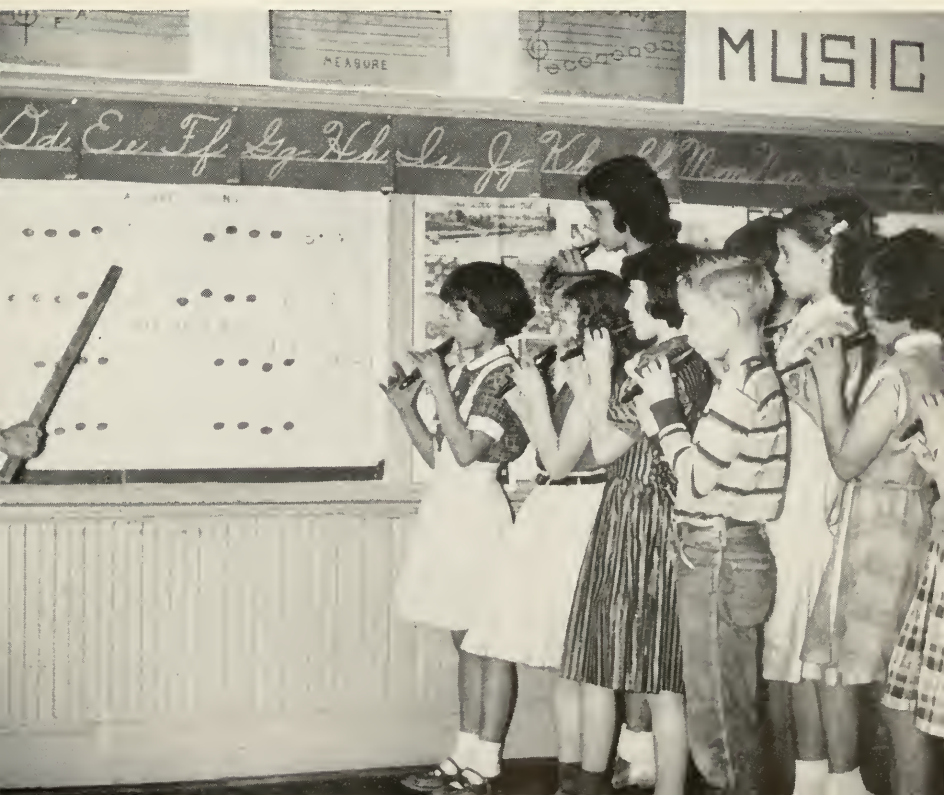
Assistance to College Music Departments.

The Music Supervisor and his staff cooperate in an advisory capacity with teacher training institutions which prepare music teachers. An effort is made to assist colleges in knowing current needs of music specialists and classroom teachers in the area of music. This cooperative approach has resulted in constructive changes in course offerings and course content.

RESOURCE-USE EDUCATION

The emphasis on Resource-Use Education in the State originally grew out of an Institute held by the North Carolina Council for Social Studies and the Institute for Research in Social Science at Chapel Hill in 1944. A commission was appointed by the governor in 1945 at the request of the late State Superintendent, Dr. Clyde A. Erwin, to formulate a Statewide program. The commission was composed of the heads of State agencies concerned with natural, human, and institutional resources; representatives of professional, educational, and scientific or-

Music also affords opportunities for group learning





Learning is made more meaningful through use of local environment

ganizations; and representatives of institutions preparing teachers. The Commission acts in a collaborating and advisory capacity with the Department of Public Instruction.

The Statewide program has been concerned with the following activities:

1. *Resource-Use Education Workshops for Teachers in Colleges.* Workshops have ranged in number from 4 to 7 each year since 1944. There were approximately 150 teachers enrolled in such workshops during the summer of 1954.
2. *Resource Bulletins.* A series of resource bulletins has been published by various agencies represented on the Commission. Four had been published prior to the organization of the Commission, and another (*Geology and Mineral Resources in North Carolina*) has been added to the list by the Department of Conservation and Development. The State Department of Public Welfare is revising its previous bulletin, *Welfare in North Carolina*.

3. *Audio Visual Productions.* The Commission produced a sound-color film entitled "Tar Heel Family," which is being widely distributed both in North Carolina and in other states and countries. A series of 13 radio programs entitled "The Silent Siren" has been made into recordings and distributed to schools and colleges for class use. Other productions are being planned. Soon to be available is a color-magnetic sound film on Outdoor Education.
4. *Outdoor Education Program.* The first Outdoor Education workshop was held at Crabtree Park in 1952. Since that time a number of schools have organized school-camping projects. The most recent and largest was that involving the fifth grade of the Lindley Elementary School, Greensboro, which took 110 students to Crabtree Park for a week in the spring of 1954.
5. *Summer Conferences.* From 1947 to 1952, summer work conferences were held each year to share results of research, to foster inter-agency cooperation, and to stimu-

Many students in North Carolina are profiting from current emphasis on
resource-use education



late the incorporation of resource-use concepts into school programs. At these conferences such topics as the following have been emphasized: audio-visual materials; school ground science laboratories; roadside improvement; power development; group dynamics; industrial development; and conservation of forests, water, wildlife, soils, and marine resources. Detailed reports of these conferences are available.

6. *Resource-Use Education in the Classrooms.* The primary purposes of resource-use education are to teach pupils the relationships of man to his environment; to provide experience which will help them to solve problems existing in that environment; to inculcate desirable appreciations for one's natural and cultural heritage; and to assist pupils in working toward a higher standard of living and culture through wise use of one's resources. These objectives permeate every area of the school curriculum.

SPECIAL EDUCATION

In 1947 the General Assembly of North Carolina recognized the need for the education of children with physical and mental handicaps by enacting Chapter 818 of the Public School Laws. This law lays the foundation for the establishment of a State-wide program of Special Education. An amendment to this law by the 1949 Legislature authorized the State Board of Education to provide, from funds available for public schools, a program of Special Education in accordance with such rules and regulations as the State Board might prescribe. Since that time the State has expanded its program of public education to include special classes for children with physical and mental handicaps.

Special Education encompasses those special instructional services needed by children who deviate from an accepted pattern of normality, either physically or mentally, to the extent that they require services different from or in addition to those provided for normal children. For educational purposes these exceptional children have been classified as the physically handicapped and the mentally retarded.

The physically handicapped may be subdivided into the following groups: the crippled, the partially seeing, the hard of hearing, the defective in speech, and those with health problems



Self-correction in speech defects is made possible through use of the tap recorder

resulting from cardiac conditions, epilepsy, tuberculosis, diabetes, and other diseases.

The following are some of the ways in which Special Education is being provided in North Carolina:

1. Special classes or centers for severely crippled children, with the children being transported in specially equipped station wagons, small buses and taxis to specially equipped ground-level classrooms.
2. Instruction of children confined to their homes because of physical handicaps and long periods of convalescence. School-to-home electrical teaching devices in connection with a visiting teacher for the homebound.
3. Instruction for children in hospitals, convalescent centers, and sanatoria.
4. Services of itinerant teachers of speech correction who serve an entire city section, or an administrative unit, working with children who stutter, have delayed speech or other articulation problems.



Providing for the physically handicapped is one of the chief aspects of special education

5. Classes or services for visually handicapped children whose vision is too poor to permit them reading regular textbooks and who need bold or clear type books as well as other aids.
6. Classes for mentally retarded children, organized on a divided program basis with children spending part of the time in a regular classroom and the remainder of the day in a special class in which the curriculum is planned and adjusted to meet the needs of each individual child.

In 1953-54 there were 162 special teachers employed in sixty city and county administrative units. Of this number 121 were State-allotted, and 41 were paid from local funds. During 1953-54 nearly eight thousand physically handicapped, mentally retarded, speech defective children received some type of special education service in their local community schools. More than four thousand speech defectives received speech correction; and more than two hundred severely physically handicapped chil-

dren were taught in their own homes or hospitals. Special classes in public schools were arranged for 142 crippled and cardiac pupils, 58 partially seeing pupils, and 18 hard of hearing pupils. No attempt has yet been made on a Statewide basis to meet the total need with such a limited staff. Classes have in most instances been set up in areas where some educational services for the handicapped had already been established, and where the school and community understand and support the program.

The following table gives a summary of the number of pupils and teachers for the past five years:

SUMMARY—SPECIAL EDUCATION PROGRAM Number Pupils According to Major Handicaps					
Area	1949-50	1950-51	1951-52	1952-53	1953-54
Speech Defective	840	1,697	2,475	2,493	4,387
Mentally Retarded	1,120	1,804	2,365	3,139	3,197
Crippled	135	234	347	192	142
Visually Handicapped	52	113	77	20	58
Hard-of-Hearing	14	40	54	57	18
Totals	2,161	3,888	5,318	5,901	7,802
Teachers					
Speech Defective	7	13	22	35	45
Mentally Retarded	35	45	70	83	96
Crippled	7	12	16	31	16
Visually Handicapped	4	4	4	4	4
Hard-of-Hearing	1	3	0	1	1
Totals	54	77	112	154	162
State-allotted	25	50	75	113	121
Locally Financed	29	27	37	41	41

SCHOOL LIBRARIES

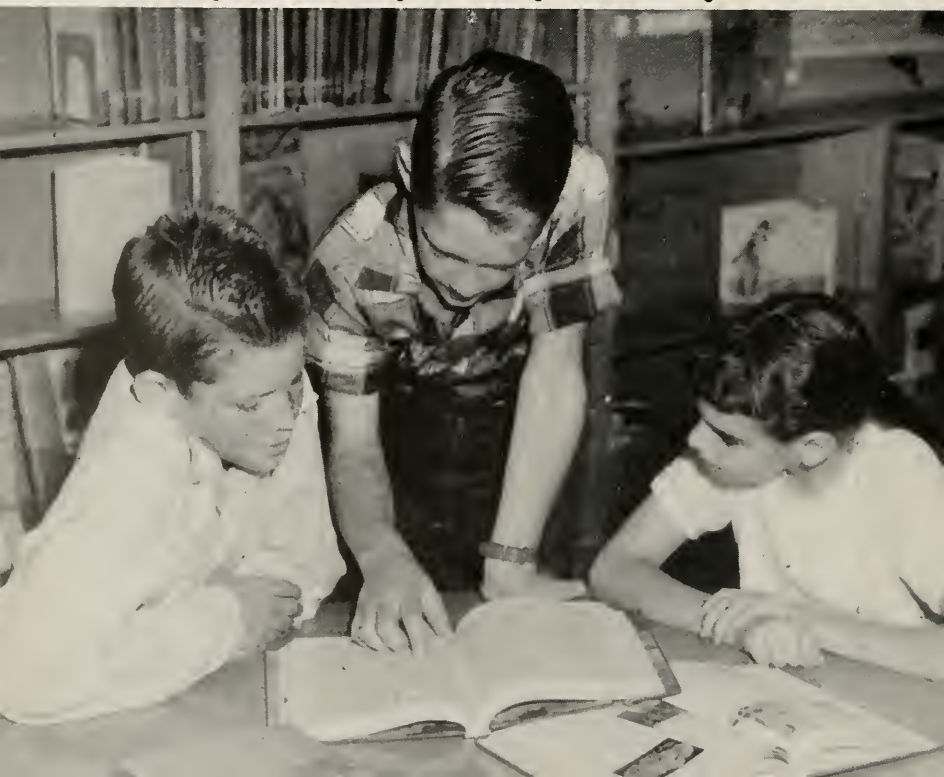
School libraries today are as much a part of the public schools of North Carolina as the 3 R's. Specific standards for school libraries are included in the general requirements for State accreditation. More and more the basic philosophy of school librarianship has expanded to include a wide range of curriculum materials including magazines, newspapers, films, filmstrips, pamphlets, maps, pictures, recordings and transcriptions, as well as books. Along with this broadened concept of curriculum materials there is increased emphasis on the use of library materials to enrich the curriculum.

In order to fulfill the basic philosophy of providing a learning environment in which each individual can develop techniques for solving his own problems, it is necessary that each school

have a well-organized collection of materials and that each school have some professional guidance in the use of these materials.

The problem of personnel continues to be serious. The need for full-time librarians is steadily increasing. There is greater emphasis on employing trained librarians in the elementary school. In 1947-48 there were 388 trained elementary librarians, 50 of whom were employed full time. By 1953-54 this number had increased to approximately 650 trained elementary librarians, over 200 of whom were employed full-time. The practice of employing one librarian to serve several elementary schools is being encouraged until such time when personnel and additional funds for full-time librarians are available. In spite of the increase in trained personnel working full-time, there are still over 900 schools in North Carolina without any professional guidance. Some administrative units are employing library supervisors. It is believed that where this is the practice the quality of library service has greatly improved. In 1954 twenty-two administrative units employed school library supervisors.

Sharing information through books strengthens the learning situation





Library materials and library supervision are invaluable aids in modern education

PERSONNEL WITH SOME LIBRARY TRAINING

Year	White		Negro		Total	Full-time School Librarians
	Elementary	High	Elementary	High		
1929-30	...	...	...	...	...	11
1934-35	...	...	...	...	91	43
1939-40	136	294	65	92	587	103
1944-45	202	284	114	135	735	121
1945-46	201	264	115	130	710	122
1946-47	216	300	137	135	788	151
1947-48	242	302	146	140	830	179
1948-49	259	414	155	135	963	213
1949-50	321	308	269	145	1,043	436
1950-51	380	355	191	160	1,086	234
1951-52	400	367	209	162	1,138	318
1952-53	447	357	238	179	1,221	375
1953-54*	456	332	176	252	1,216	418

* Estimated.

Expenditures for libraries are derived from local funds, county or school funds, State school fund for maintenance and from rental fees collected by the Textbook Division. National standards recommend an annual expenditure of at least \$2.00 per pupil for maintaining an adequate library collection. Although North Carolina falls short of the national standards, expenditures are continuing to increase with the result that better library materials are made available to our girls and boys.

EXPENDITURES FROM STATE SOURCES

Year	State School Fund	Textbook Division
1931-32*	\$ 25,308.69	\$
1935-36	24,108.74	.....
1939-40	47,503.71	4,180.12***
1944-45**	118,521.69	127,446.80
1949-50	325,669.63	118,844.74
1950-51	330,785.95	316,857.44
1951-52	420,673.15	283,394.47
1952-53	441,155.69	379,885.08
1953-54	447,493.17	362,835.07

* First year of State eight-months school fund.

** Second year of State nine-months school fund.

*** Only elementary schools participated.

TOTAL EXPENDITURES FOR SCHOOL LIBRARIES

Year	White	Negro	Total Expenditures	Average Per Pupil
1929-30	\$	\$	\$ 128,441.55	\$.32
1934-35	98,729.48	14,017.35	112,746.83	.17
1939-40	236,551.93	31,977.84	268,529.77	.40
1944-45	368,520.63	74,679.03	443,199.66	.64
1949-50	714,446.18	162,425.32	876,871.50	1.08
1950-51	817,672.12	184,833.89	1,002,506.01	1.11
1951-52	1,000,555.74	253,669.37	1,254,225.11	1.34
1952-53	1,098,460.01	299,649.08	1,398,109.09	1.46
1953-54*	1,150,000.00	340,000.00	1,490,000.00	1.50

* Estimated.

Students use library for individual and group research as well as for supplementary reading



The supply of books for school pupils has increased with the availability of material and labor, but prices continue high. There have been over 475,000 books added each year of the biennium and over 200,000 discarded because they were worn out or outmoded. National standards recommend ten books per pupil. In 1953-54, the State average was approximately 4.96 per pupil based on average daily membership.

NUMBER OF LIBRARY BOOKS OWNED

Year	Total Volumes	Volume Per Pupil A.D.M.
1929-30	1,218,080	1.4
1934-35	1,636,835	1.8
1939-40	2,163,183	2.5
1944-45	3,197,933	4.2
1949-50	3,985,289	4.89
1950-51	4,278,502	4.72
1951-52	4,427,932	4.75
1952-53	4,699,784	4.91
1953-54*	4,800,000	4.96

* Estimated.

CIRCULATION OF SCHOOL LIBRARY BOOKS

Year	White	Negro	Total	Average Per Pupil
1931-32	3,690,575	210,511	3,901,086	6.5
1934-35	4,099,229	338,981	4,438,210	7.5
1939-40	7,291,671	965,815	8,257,486	12.24
1944-45	8,471,240	1,367,695	9,838,935	14.29
1949-50	10,527,131	1,608,657	12,135,788	14.88
1950-51	11,641,525	1,493,462	13,134,987	14.50
1951-52	11,998,362	2,008,897	14,007,259	15.01
1952-53	13,872,995	3,099,692	16,972,687	17.73
1953-54*	15,500,000	4,500,000	20,000,000	21.00

* Estimated.

There is keen interest among pupils, teachers, and administrators in improving school library service. This has been demonstrated through requests for workshops and conferences on the use of the library, through evaluations of existing library service, and through consultations in the planning of expanded library services.

GUIDANCE SERVICES

Guidance is that phase of the educational program by which the school attempts to identify and meet the needs of each individual in order that he may make satisfactory adjustment to a social and economic life. "Guidance is the high art of helping



Availability of materials is basic to a good guidance program

boys and girls to plan their own actions wisely in light of all the facts that can be mustered about themselves and about the world in which they will work and live." Hence, guidance services are organized activities designed to give systematic aid to pupils in understanding themselves and in making wise choices and satisfactory adjustments to various types of problems which they must meet, whether they be educational, vocational or personal-social.

The basic guidance services are:

The Individual Inventory.

Through the individual inventory all pertinent data about the individual is obtained, recorded and used in helping him to understand himself, his problems and needs. Through techniques in self-analysis and self-appraisal a pupil is assisted in recognizing his difficulties, his strengths and weaknesses in order that he may be able to accept himself and solve his problems. Such information is secured through such means as autobiographies; visits to pupils' homes; periodic physical examinations; and various types of tests, such as scholastic aptitude, achievement, diagnostic, interest and personality inventories, and special aptitudes.

Informational Services.

One of the aims of the guidance services is to provide the individual with pertinent information which he may need to make wise decisions and plans. Informational services utilize all necessary and available personnel, activities, and literature within the school and community in assisting pupils with their educational, vocational, and personal problems. Much of this information may be provided through the regular school curriculum by means of special units in regular courses or in special courses, required or elective. Such units or courses have been designated by various names such as "Occupations," "Personal Analysis and Future Planning," "Life Career," "Human Relations," "Family Living," "Orientation."

Other means by which information is provided for pupils include:

Reference materials dealing with descriptions and requirements of various occupations and with problems of personal and social adjustment.

Current information about training opportunities in which the pupil is interested: all types of schools, colleges, universities, hospitals, business, trade.

Current information about scholarships and loan funds.

Organized field trips to business and industry.

Community surveys.

Special events, such as, Career Day, Vocational Week, College Day.

Counseling.

The heart of the guidance program is counseling, that service by which students are given individual assistance in identifying, understanding and solving their problems, whether they be educational, vocational or personal in nature.

Distinction must be made between incidental counseling by all members of the school staff and the planned counseling service. The counseling service involves a trained counselor with scheduled time and adequate materials and quarters for counseling. It is not to be implied that the teacher cannot counsel or that incidental counseling is ineffective. Both types of counseling are necessary and each supplements the other. Because counseling is a professional service requiring much technical information and special techniques and skills, it is desirable that every school have a person on its staff qualified to assume major counseling duties, and to provide leadership in all guidance activities.



Information concerning many vocations is found in counsellors' offices and libraries throughout the State

In the absence of any provision by the State to provide professional counselors, most schools, particularly small schools, must depend on teacher-counselors. In every school there are teachers who, with limited formal training, acquire through experience and individual study counseling abilities which enables them to assist students with many problems.

Since counseling is the heart of the guidance program, the greatest need in the schools is for more trained counselors. Note the status of counseling in North Carolina schools below.

	COUNSELING SERVICES						
	COUNTY			CITY			TOTAL
	White	Negro	Total	White	Negro	Total	
No. High Schools	589	168	757	84	71	155	912
No. Reporting	589	157	746	84	69	153	899
No. Reporting Counselors	367	87	454	74	54	128	582
Percentage No. Counselors With Scheduled Time	62.3	54.1	60.8	88.0	78.2	83.6	63.6
Av. Hours per Week	4.24	1.05	5.29	1.41	.79	2.20	7.49
	4.5	4.6	4.5	7.8	5.0	6.7	4.1

The above table includes the schools in which a regular teacher has been released for one or more periods a day to provide individual counseling. Most of these teachers have had little training. Only 50 of this number, including white and Negro, give half time or more to the counseling service. Of this number, 21 are certified in guidance by the State Department of Public Instruction.

Placement Service.

Placement is a service which helps the pupil carry out his plans and his decisions. The placement service should include all those activities in the school designed to: (1) assist pupils in getting placed within the school in the desired and appropriate courses, classes and activities; (2) assist pupils in changing from school to school, and (3) assist pupils in getting satisfactorily placed in further training or part-time or full-time employment.

Follow-Up Service.

The follow-up service is a means by which the school keeps in contact with former students in order to be of further assistance to them and in order to get information essential to continuous evaluation and improvement of the school's program. The purposes for obtaining information by follow-up studies of school-leavers, both graduate and drop-outs, are:

- To determine the adjustment of former students and identify those who need further assistance.
- To point up needed changes in the curriculum and total school program.
- To provide teachers with information, some of which suggests the need for re-thinking and revising content of school subjects and classroom procedures.

Some of the functions and purposes of the State Guidance Service are:

1. To assist schools in initiating, evaluating and improving or extending appropriate guidance services.
2. To conduct in-service training activities for the purpose of improving local programs of guidance.
3. To prepare and to distribute to schools informational materials dealing with all phases of the guidance program such as: bibliographies of guidance materials for teachers and counselors; reports of promising guidance practices in local schools; reports of surveys and investigations con-

cerning pupil needs which have implications for guidance programs; special bulletins on career opportunities on local, State and National levels.

4. To promote teacher-training in guidance services and to assist teacher-training institutions in developing a sound program of counselor-training.
5. To establish and maintain cooperative relationships with all organizations and services concerned with the guidance of youth.

VOCATIONAL EDUCATION

With approximately 35 per cent of the high school population enrolled in vocational courses and with 1,400 teachers employed, Vocational Education is recognized as an important phase of public education.

This program makes it possible for those who desire to become farmers, for example, to prepare themselves for this vocation while attending high school. Girls have the opportunity to fit themselves better for the important job of homemaking. Boys and girls who aspire to work in selling, whether goods or service, may learn about it by enrolling in distributive education courses. A variety of courses leading to employment in the skilled trades is offered for those who want to prepare themselves for this type of employment.

In addition to the courses offered on the high school level, a large number of courses in all areas is offered for adults who are already employed, a fact which makes it possible for those persons to become better workers in their present employment or to advance to a better job.

As an interdependent part of Vocational Education, guidance counselors help students with the many adjustments which need to be made in the process of selecting a vocation, preparing for it both personally and vocationally, and entering into and progressing in employment.

Vocational courses, planned primarily to provide preemployment training for those students who expect to enter employment immediately after being graduated from high school, are also available to all students who desire to enroll, including those who think they will go to college after completing high school.

The learning process for all vocational education is based on the concept that "learning by doing" makes learning easier and more

realistic. For all types of vocational subjects there are combinations of work experience and classroom instruction. The manipulative features of the processes are learned during the work experience; whereas, theory and technical information are learned through classroom instruction.

High school vocational teachers are allotted by the vocational division as special allotments, and are in addition to the teachers regularly allotted by the State Board of Education. These allotments are made after requests have been made for them by the superintendents of the administrative units and a survey shows that the allotment is justified.

Teachers for evening or part-time programs are usually employed on an hourly basis and for a fractional part of the school year.

After reimbursement has been assured, local administrative units may employ the necessary teachers. All teachers must be approved as qualified by the State supervisor before employment by the local superintendent.

The local administrative unit provides the buildings, equipment, supplies, travel, and one-third of the annual cost of the instructors' salaries. The State Department of Public Instruction, by reimbursement to the administrative units, provides the money for the remaining two-thirds of the instructors' salaries. The two-thirds used for reimbursement is a combination of Federal and State funds, with the ratio being approximately one part Federal to three parts State.

The scope and features of the several programs are given in more detail in the descriptions of the several services which follow.

Agricultural Education.

The fundamental objective of the course in Vocational Agriculture is to develop proficiency in farming.

Agricultural instruction attempts to give the pupil the fundamental principles underlying farming in a given community and to show how such principles may be put into practice to secure the best results. The pupil studies the growing, cultivation, harvesting and selling of crops; the selection, breeding, feeding, care, management and marketing of livestock; the production of fruit; the soil; crop rotation; how to handle machinery and how to do the ordinary repair and construction jobs that arise on the farm;



Cattle raising by New Farmers of America

how to prevent and to control injurious insects and diseases; and the keeping of farm accounts and records. The studies are related to life on the farm, the community and home farms being the pupils laboratory.

Realizing that a pupil must know the "how" as well as the "why" of farming, each pupil is required to do some kind of practical work on his home farm which enables him to put into practice the principles learned through instruction. For example, a boy may be making a study of crops. Then he will be asked to be responsible for the growing, harvesting and marketing of some particular crop or crops. He keeps accurate records of his transactions and at the end of the year he is able to tell how much he made or lost on the crop. Thus definite and practical instruction in agriculture and farm accounting are brought to the boy on his home farm.

The teacher of agriculture is on the job twelve months in the year. This means that a well-trained man, a graduate of an agricultural college, is in the community all the time. When school is not in session he spends his time supervising and helping the boys with their practical work, giving instruction on the farm and advising and assisting the farmers with their various farm problems and acting as a leader in any movement for the good of the community.

There are two student associations, one for whites and the other for Negroes, through which a large part of the agricultural program is made real and vital.

The North Carolina Association of Future Farmers of America, the white student organization, was formed in 1928 with 80 chapters having a total membership of 2,804. This association has grown year by year, until there were in 1953-54 a total of 444 chapters having 22,308 members.

The North Carolina Association of New Farmers of America, an organization of Negro farm boys studying vocational agriculture in the public schools of the State, had its beginning during the school year 1926-27. There were 26 local chapters with a total membership of 639 the first year. Now, 1953-54, there are 126 chapters having a total membership of 6,759.

Principal objectives of these associations include training in leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and participation in club activities.

Young farmers studying agricultural science





Inspection of potatoes grown by a Future Farmer

Among other activities, members learn the principles of modern farming and American citizenship through active participation in how to conduct and take part in public meetings, to speak in public, to buy and sell cooperatively, to solve their own problems, to finance themselves, and to assume civic responsibility.

The following table shows the growth of the vocational agriculture program from its inception in 1918-19 to the present:

EXPANSION OF VOCATIONAL AGRICULTURAL PROGRAM

Year	Number of Schools	All-Day Enrollment	Evening Class Enrollment	Total Enrollment	Financial Returns on Supervised Projects
1918-19	29	323	.....	323	\$ 41,480.85
1919-20	44	721	.....	721	59,741.64
1924-25	105	2,943	2,350	5,293	600,477.03
1929-30	154	5,300	5,220	10,520	1,407,642.23
1934-35	276	11,177	7,700	18,877	1,936,357.01
1939-40	403	18,621	13,626	32,247	2,077,233.77
1944-45	398	12,572	7,908	20,480	1,660,431.87
1949-50	538	21,756	8,339	30,095	2,993,941.47
1950-51	542	26,575	9,566	36,141	2,094,717.68
1951-52	553	28,315	13,300	41,651	3,738,330.27
1952-53	567	25,962	13,229	38,191	5,272,712.29
1953-54	572	29,067	13,617	42,684	5,004,516.84

The financial burden of teaching agriculture is a partnership affair between Federal, State and local governments. Amounts provided from each of these sources for certain years indicated are presented below:

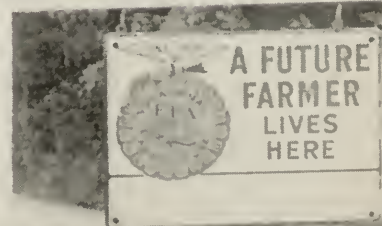
EXPENDITURES FOR VOCATIONAL AGRICULTURE
(Not including Teacher Training)

Year	Local	State	Federal	Total
1925-26	\$ 75,741.39	\$ 46,427.68	\$122,168.53	\$ 244,337.60
1929-30	167,444.71	63,106.15	141,802.56	372,353.42
1934-35	136,166.34	39,773.82	173,994.21	349,934.37
1939-40	224,264.45	129,706.33	328,136.65	682,107.43
1944-45	281,877.59	231,172.36	334,508.17	847,558.12
1949-50	649,631.33	851,853.31	447,808.68	1,949,313.32
1950-51	678,472.06	855,564.62	427,215.22	1,961,251.90
1951-52	748,095.89	980,430.89	449,956.75	2,178,483.53
1952-53	776,735.11	1,326,342.98	517,688.33	2,620,766.42
1953-54	882,735.94	1,383,667.55	517,688.33	2,784,191.82

Veterans Farmer Training Program.

The Veterans Farmer Training Program, a systematic program of vocational agriculture education, is provided for veterans of World War II and for veterans of the Korean War who have

Future Farmer with road signpost which he constructed



had as much as 90 days active service and who are now operating farms on a self-proprietorship basis as owners, leasors, or renters. Its purpose is to provide instruction designed to assist the veteran in becoming established in farming and to develop his ability to farm proficiently.

Agricultural education for World War II veterans is made possible by a special contract between the Veterans Administration and the State Board of Education which provides for the payment of tuition by the Veterans Administration. Veterans who qualify for training under Public Law 550 (Korean veterans) pay their own tuition.

The State Board of Education, through the State Department of Public Instruction, is responsible for the operation, administration, and supervision of the program in cooperation with the local administrative units. Agricultural education for veterans is offered only in high schools having vocational agriculture departments. The teacher of agriculture is responsible for the supervision of the program in the local school. Special instructors are employed by local school boards to teach veterans in class groups of 16 to 20 veterans per instructor. In addition to 200 hours of group instruction, 100 hours of individual on-farm instruction is given each veteran annually.

The length of the program of agricultural education for each veteran enrolled is from one to four years, depending upon: (1) length of entitlement granted the veteran by the Veterans Administration; (2) past experience and agricultural training; and (3) progress made in training and farming.

Instruction is based upon the needs of the individuals enrolled. Among the many abilities developed are the following: (1) planning the farm business, (2) producing and marketing crops and livestock economically, (3) buying, operating and maintaining farm machinery and equipment, (4) repairing and constructing farm buildings, (5) conserving farm resources, (6) producing and conserving food for home use, (7) managing the farm business, and (8) keeping farm records and accounts.

"Learning by doing" is one of the basic principals of vocational education in agriculture. So veteran trainers are encouraged to apply on the farm what is taught in the classroom. As a result, many new practices are completed annually. Some of the practices and the number of each completed during the period 1946-1952 are shown in the following table:

ACCOMPLISHMENTS

By Veterans Enrolled in the Instructional On-Farm Training Program, 1946-52

Practices	Total Number	Number Different Individuals Participating
Dwellings Painted	18,621	17,251
New Dwellings Built	6,319	6,324
Farm Shops Built & Equipped	1,698	1,680
Electricity Installed in Homes	17,714	17,005
Bath Rooms Installed	5,688	5,657
Running Water Systems Installed	10,850	11,278
Farmsteads Landscaped	21,497	20,957
Acres of Land Reforested	44,881	1,429
Quarts of Food Canned	4,632,123	40,513
Farm Status from Renter to Owner Changed	6,196	6,196
Milk Cows Acquired	54,664	30,301
Beef Cattle Acquired	35,264	13,116
Farm Tractors Acquired	12,660	12,441

Homemaking Education.

The Homemaking Education Program in the high schools of North Carolina attempts to prepare individuals for effective home living. Recognition is given to the fact that satisfying family living is essential to the well-being of every individual and that there is no substitute for happy, understanding family relationships. This, then, is the core of the homemaking program—helping pupils to understand better their personal development and their contribution toward happy, wholesome family

Future Homemakers and New Homemakers become leaders for better homes





Better methods of food conservation are a part of the foods unit

life today as the background for well-adjusted families of tomorrow. It is important that they know that "Home is what you make it."

Areas included in this curriculum are food and nutrition, clothing, family economics, housing, health, family relations, and child development. Emphasis is given throughout the instructional program not only to the mechanics of homemaking, but to health, creating and appreciating beauty, democratic ways of working together, and management of resources—time, energy and money.

In addition to classroom teaching, the vocational homemaking teacher visits the families of her community in order to gain a better understanding of basic family interests and needs. She supervises home experiences which grow out of class instruction, and conducts homemaking classes for adults who are interested in learning skills of modern homemaking as well as acquiring newer knowledge in family living.

If the homemaking department is simple yet attractive, up-to-date but not elaborate, and in keeping with standards attainable

in the community, it can become an instrument for helping families see ways of improving their homes without and undue expenditure of money.

The two homemaking student organizations, Future Homemakers of America (White) and New Homemakers of America (Negro) are affiliated with the National Organization which is sponsored by the Home Economics Branch of the Office of Education and the American Home Economics Association. These organizations offer opportunity for the further development of pupil initiative in planning and carrying out activities related to homemaking.

The activities of both organizations are varied and include the following: working on projects which contribute to better family life; learning to be good community members now and in the future by working with adults on various community drives; developing creative leadership through individual participation in planning and execution of plans; providing camping and recreational activities, and promoting national and international good will through participation in various service projects.

Craft weaving is frequently a part of home economics training





Skills in sewing are emphasized in homemaking programs

Obviously a homemaking department cannot be equipped to provide for all experiences needed in the study of homemaking. The wise teacher uses resources available in her community, such as new homes, housing projects, stores, factories, community surveys, specialists who may give consultant services, and the home situations of her pupils.

At the present time there are 1,087 homemaking departments in the State, 531 of which receive reimbursement from State and Federal Vocational funds.

GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

Year	Teachers	Enrollment	Evening Classes	
			Number	Enrollment
1918-19	3	100		
1919-20	23	814	20	323
1924-25	140	5,552	334	3,925
1929-30	231	10,216	271	3,501
1934-35*	87	5,283	355	6,761
1939-40	289	20,981	302	4,718
1944-45	406	29,162	139	2,334
1949-50	436	32,203	223	3,046
1950-51	467	33,372	245	5,605
1951-52	480	35,174	274	5,811
1952-53	494	58,953	240	7,995
1953-54	508	46,532	296	7,330

* Beginning this year the figures concern only departments financed in part by Federal funds.

SALARIES AND TRAVEL OF VOCATIONAL HOME ECONOMICS TEACHERS

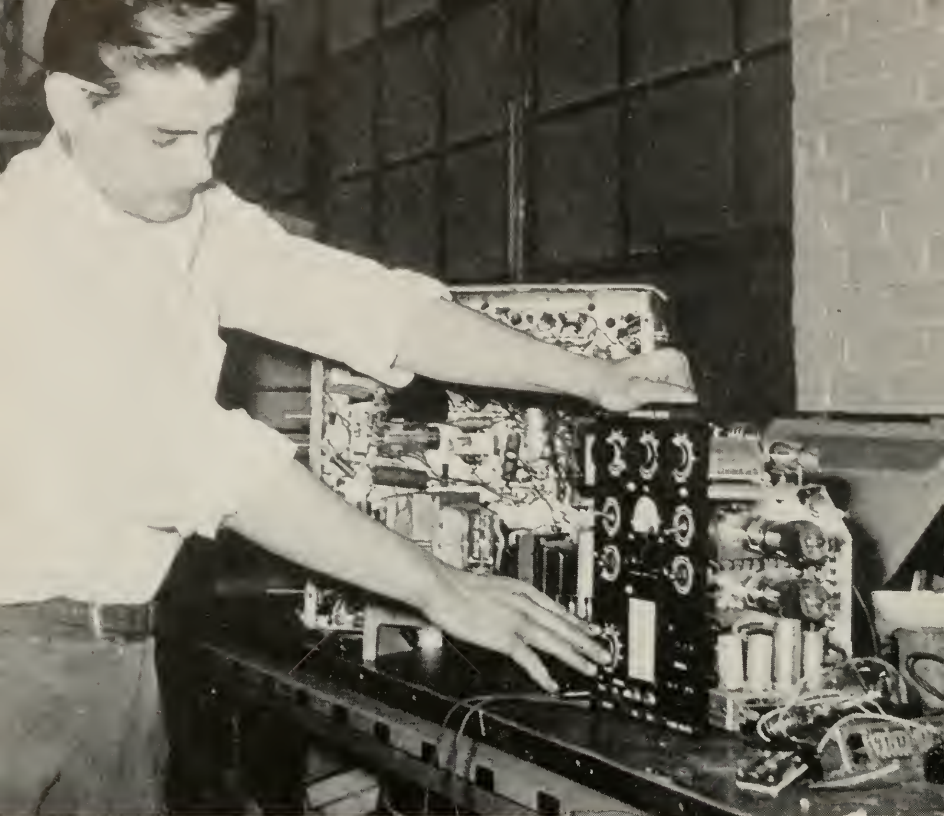
Year	Federal	State	Local	Total
1925-26	\$ 12,629.35	\$ 68,003.65	\$ 57,839.65	\$ 138,472.65
1929-30	19,538.28	54,963.45	151,500.20	226,001.93
1934-35	52,703.09	13,677.18	40,192.79	106,573.06
1939-40	168,231.74	64,773.27	116,116.41	349,121.42
1944-45	174,148.73	249,660.74	211,685.18	635,494.65
1949-50	231,402.97	758,983.20	460,026.54	1,450,412.71
1950-51	214,088.08	759,301.40	487,144.73	1,460,534.21
1951-52	223,377.11	843,314.93	533,954.53	1,600,646.57
1952-53	252,922.22	1,033,697.77	550,018.29	1,836,638.28
1953-54	252,922.22	1,074,182.88	622,981.48	1,950,086.58

Trade and Industrial Education.

Trade and Industrial Education provides pre-employment training for high school students and adults who wish to learn a trade, and extension training for employed adults who need related technical instruction to help them in their trade or industrial occupation.

The training program includes the following types of classes:

- I. Apprentice extension-classes—for workers apprenticed in the skilled trades who attend classes in the evening or during non-working hours to receive technical instruction related to their trade. The department of Trade and Industrial Education has the responsibility for providing related instruction for all apprentices indentured by the Department of Labor.
- II. Evening trade-extension-classes—for employed workers engaged in trade and industrial pursuits who wish to receive related technical instruction which will enable them to become better workers and enables them to advance in their occupation. In addition to the courses presently conducted for persons employed in more than forty different trades, a number of supervisory courses are conducted for plant foremen and supervisors.
- III. Day trade-classes—for high school students, 16 years or older, and adults who wish to learn a trade.
High school students enrolled in day trade-classes learn trade skills and receive related technical instruction in the school shops for three consecutive clock hours daily, and study high school subjects required for graduation during the remainder of the school day.
Trade classes for adults are conducted either during the regular school day or in the afternoons. Enrollees learn



Student using testing equipment in electronics trade class in high school

skills and receive related technical instruction in selected trade and industrial occupations.

Trade courses are usually taught only in the larger schools located in industrial centers where there is a need for such courses. Trade courses offered at the present include: auto mechanics, bricklaying, cabinetmaking, carpentry, commercial cooking, electronics, machine shop, tailoring, shoe repair, sheet metal, printing, radio-television repair, textiles, furniture manufacturing, motor rewinding, cosmetology, hand weaving, airplane engine mechanics, painting, electricity and home management.

IV. Part-time cooperative classes—for high school students, 16 years or older, and adults working part-time under a cooperative training plan.

High school students, 16 years or older, who enroll in the Diversified Occupations Cooperative program work in local trade and industrial establishments half of each school day and study subjects related to their occupation, as well as

regular high school subjects required for graduation, during the remainder of the school day.

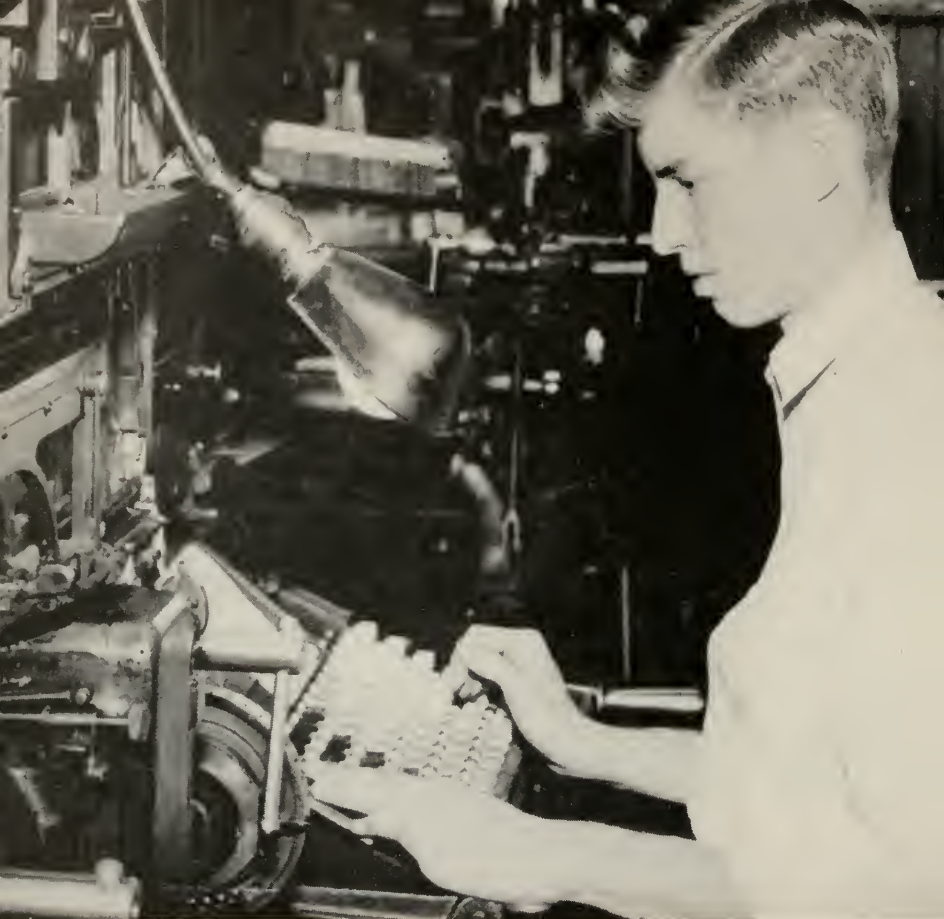
Part-time classes for adults are conducted under a cooperative plan which involves related study in the classroom during a portion of the training period and work on-the-job during the remainder of the time. Practical nursing is a good example of this type of training. This program includes four months of classroom work in the public schools followed by eight months of practical experience in the care of patients in the hospital.

GROWTH OF TRADE AND INDUSTRIAL EDUCATION

Year	Number of Classes	Enrollment
1918-19	5	128
1919-20	73	806
1924-25	259	3,892
1929-30	384	5,887
1934-35	509	7,908
1939-40	714	11,582
1944-45	401	7,836
1949-50	359	9,026
1950-51	435	8,787
1951-52	491	8,344
1952-53	485	8,244
1953-54	495	8,363

Residence constructed by trade carpentry class in high school





Trade student operating linotype

This program is jointly financed from Federal, State and local funds. The following table gives these expenditures for certain years:

EXPENDITURES FOR TRADE AND INDUSTRIAL EDUCATION
(Excluding Teacher Training)

Year	Federal	State	Local	Total
1925-26	\$ 27,494.55	\$ 13,330.28	\$ 14,164.44	\$ 54,989.27
1929-30	30,859.81	14,439.43	16,420.42	61,719.66
1934-35	38,256.16	12,244.93	27,498.65	77,999.74
1939-40	99,466.25	22,112.46	52,657.03	174,235.74
1944-45	112,149.56	60,784.29	52,951.27	225,885.12
1949-50	137,520.12	216,705.54	149,442.89	503,668.55
1950-51	137,319.74	206,096.88	172,461.08	515,877.70
1951-52	146,506.38	225,076.96	185,685.74	557,269.08
1952-53	151,757.48	184,371.51	197,449.60	533,578.59
1953-54	159,601.00	281,991.57	196,549.33	638,141.90

Distributive Education.

Distributive education provides vocational training for those entering and for those already engaged in some field of distribution. The field of distribution includes retail and wholesale businesses as well as services. Distributive education serves both the individual and the general economy. The purposes of distributive education are to:

1. Fit young citizens to become self-supporting, efficient members of their own communities by providing specialized training preparatory to entering retail or wholesale occupations.
2. Up-grade adult distributive workers through educational programs designed to make them more efficient.
3. Help to strengthen the general economy by increasing the efficiency of the distribution system in terms of reduced cost and better service to consumers.
4. Promote full employment by selling the increasing volume of products of the farm and factory to the ultimate consumers.

High school student learning advertising





High school student practices techniques of shoe salesmanship

Distributive education is designed to serve the following specific groups:

- The regularly enrolled high school boy or girl over sixteen of age.
- Full-time employees in distributive occupations.
- Managers and supervisors of retail, wholesale, and service establishments.
- Part-time workers in distributive occupations.

Cooperative Program in Distributive Education. In the high school program juniors and seniors who wish to make a career in some distributive business are enrolled in the cooperative part-time program. Under the guidance of a trained teacher-coordinator, they are given vocational training which is closely correlated with work experience in various distributive businesses in the community. Although the number of pupils trained through this program is relatively small, most of them have been successful

in full-time jobs after graduation. Many of them have been promoted to junior executive jobs in retailing during their training period or soon after graduation from high school.

The following table shows the growth of the program:

COOPERATIVE PART-TIME VOCATIONAL TRAINING			
Year	No. Classes	No. Persons	Earnings
1939-40	1	26	\$.....
1940-41	7	182	.....
1941-42	15	318	56,108.93
1942-43	16	356	79,300.35
1943-44	14	254	68,006.61
1944-45	15	267	74,640.81
1949-50	25	661	274,184.99
1950-51	26	722	320,839.83
1951-52	24	725	368,472.88
1952-53	23	639	366,277.19
1953-54	30	774	433,597.98

Distributive education students have formed clubs for stimulating their particular work and for providing leadership training and opportunities for social activities.

The demand for the establishment of cooperative part-time programs in high schools has not been met because of a serious shortage of funds. The amounts available thus far from State and Federal sources have not been large enough to make possible much progress toward meeting the demand for training programs in this service.

The importance of distribution in services to the economy in North Carolina is indicated by the fact that of the total dollar volume of business in North Carolina each year nearly 45 per cent of this volume is accounted for by a distribution and services.

Extension Program. This phase of the distributive education program is provided for workers in various fields of distribution, such as the restaurant and hotel group, department stores, apparel stores, food stores and drug stores. A long range educational program has been formulated which outlines a series of sequential courses for (1) managers, (2) supervisors, (3) selling employees, and (4) non-selling employees.

To a very limited extent, full-time training specialists have been employed to conduct educational programs for employed workers. In most cases, however, the extension courses offered have been taught by regularly employed coordinators at no additional cost above that of the in-school program.

The following table gives statistics on this activity:

IN-SERVICE TRAINING FOR ADULTS

Year	No. Classes	No. Persons
1939-40	116	2,327
1940-41	181	3,482
1941-42	239	5,333
1942-43*	240	5,000
1943-44	170	4,470
1944-45	122	2,281
1949-50	242	5,545
1950-51	181	5,151
1951-52	123	4,406
1952-53	99	1,628
1953-54	124	2,928

* Estimated.

This program, too, is financed by Federal, State and local funds as shown by the following figures:

EXPENDITURES FOR DISTRIBUTIVE OCCUPATIONS

Year	Federal	State	Local	Total
1939-40	\$ 6,412.45	\$ 2,730.38	\$ 1,686.67	\$ 10,829.50
1940-41	17,424.08	5,881.50	4,095.51	27,401.09
1941-42	30,562.86	11,134.84	5,890.32	47,588.02
1942-43	29,165.47	13,371.97	6,951.08	49,488.52
1943-44	21,783.09	16,333.87	5,920.50	44,037.46
1944-45	20,366.96	17,293.23	7,734.93	45,395.12
1949-50	43,593.66	56,928.68	31,502.33	132,024.67
1950-51	38,961.75	47,791.63	24,613.25	111,366.63
1951-52	14,566.95	72,487.72	27,916.41	114,971.08
1952-53	8,653.84	61,093.16	37,559.00	107,306.00
1953-54	8,653.84	86,158.16	49,640.04	144,452.04

Veterans Education.

The purpose of the Veterans Education and Training Program, created by Congress for veterans of World War II and the Korean conflict, is to provide vocational readjustment and restore lost education opportunities to those service men and women whose educational or vocational ambitions were interrupted or impeded by reason of active service in the Armed Forces during a period of national emergency and for the purpose of aiding such persons in attaining the educational and training status which they might normally have aspired to and obtained had they not served their country.

Public Law 346, 78th Congress, provided such benefits to veterans of World War II and Public Law 550, 82nd Congress, provided similar benefits for those persons who have served in the Armed Forces since June 27, 1950. Both of these laws require that the course of education or training pursued by the veterans be approved by the appropriate State approval agency before

the otherwise eligible veterans will be eligible for the allowances provided by these laws.

The State Department of Public Instruction was designated in 1945 as the approval agency in North Carolina for all education and training offered to veterans of World War II. It is currently the approval agency for all educational courses being offered to veterans who served on or after June 27, 1952; and for all training being offered these veterans except apprenticeship training.

The Veterans Education Committee, appointed by the State Superintendent of Public Instruction, is the policy-making and approval committee. Four members of this committee are Directors of Divisions within the Department of Public Instruction. The Director of Vocational Education is administratively responsible for the operation of the program.

There are three areas of responsibility:

Institutional—courses offered in colleges, business schools, hospitals, vocational trade schools, flight schools, barber schools, beauty schools, and special courses in the high schools.

On-the-job Training—courses offered in approved establishments in which the job is learned by a combination of working on-the-job and related training.

Institutional-on-farm Training—(See Veterans Farmer Training Program, page 101.)

VETERANS IN TRAINING AS OF DECEMBER 31st, 1946-1953

Year	Total	Colleges	Total	Business Schools	Elem. & High Schools
1946	51,765	19,886	7,841		
1947	64,464	19,653	12,591		
1948	69,415	17,028	14,808		
1949	70,539	18,021	19,337		
1950	51,375	7,107	15,258	1,878	8,551
1951	41,584	4,605	13,808	2,010	6,534
1952	19,479	3,102	4,887	1,000	1,613
1953	15,072	4,088	3,303	933	1,047
	Vocational & Trade		Corre- spondence	Inst. on	On-The-Job
	Profit	Non-Profit	Only	Farm	Training
1946				6,530	17,508
1947				13,615	18,605
1948				19,851	17,728
1949				24,908	13,273
1950	1,415	902	2,512	21,905	7,105
1951	739	863	3,662	18,477	4,694
1952	123	373	1,778	9,334	2,156
1953	149	185	989	9,290	2,391

AUXILIARY SERVICES

Transportation.

The control and management of all facilities for transportation of public school children is vested in the State Board of Education. The annual State appropriation for the operation of the public schools includes an amount based on budget procedure for the maintenance and operation of the transportation system. A separate appropriation is made for the purchase of replacement busses. The county board of education in accordance with the law must purchase the original busses and furnish the garage and equipment for the storage and maintenance of all school busses. Transportation by contract with private operators is provided in some instances. No transportation at State expense is provided in city administrative units. Transportation is furnished to all children living beyond one and one-half miles from the school which they attend.

Bus drivers are employed locally and paid from State funds at the rate of \$22 for a school month of twenty days. In the main,

Safe transportation is no accident!



these drivers are high school students. Approximately 860 of the number are girls.

The following table shows how public school transportation has grown since 1919-20, when only 150 vehicles were used :

SCHOOL TRANSPORTATION							
Year	Schools Served	No. of Vehicles	Pupils Trans-ported	% Enroll-ment Trans-ported	Cost of Operation*	Cost Per Pupil	Daily Miles Travelled
1919-20	.....	150	7,936	1.1	\$	.....	.....
1924-25	.....	1,909	69,295	8.6	994,611.69	14.35	40,667
1929-30	1,266	4,046	181,494	20.9	2,273,287.55	12.53	108,001
1934-35	1,208	4,014	256,775	28.8	1,936,985.82	7.54	131,435
1939-40	1,469	4,526	334,362	37.5	2,417,659.65	7.23	154,759
1944-45	1,367	4,852	300,904	37.0	3,600,159.04	11.96	155,567
1949-50	1,538	5,846	396,783	44.4	6,110,739.16	15.40	211,887
White	1,080	4,658	313,747	50.2	4,901,132.03	15.62	153,296
Negro	458	1,188	83,036	30.9	1,209,607.13	14.57	58,591
1950-51	1,568	6,173	410,692	45.1	6,486,083.39	15.79	227,990
White	1,072	4,800	317,972	50.0	5,066,667.74	15.93	160,246
Negro	496	1,373	92,720	33.9	1,419,415.65	15.31	67,754
1951-52	1,563	6,515	421,020	46.0	7,356,561.56	17.47	239,164
White	1,065	4,947	320,301	50.0	5,645,917.09	17.63	165,010
Negro	498	1,568	100,719	36.9	1,710,644.47	16.98	74,154
1952-53	1,580	6,799	431,136	46.4	7,978,052.28	18.50	247,361
White	1,074	5,076	321,826	49.3	6,043,796.90	18.78	168,579
Negro	506	1,723	109,310	39.5	934,255.38	17.70	78,782
1953-54†	1,600	7,028	465,749	48.1	6,911,195.94	14.84	249,934
White	1,080	5,200	343,501	50.3	5,238,686.52	15.25	168,210
Negro	520	1,828	122,248	42.9	1,672,509.42	13.68	81,723

† Estimated.

† Estimated.

School bus stations are sometimes built by students themselves



Insurance.

The General Assembly of 1949 authorized the State Board of Education to establish a "Division of Insurance of the State Board of Education." This division, which began operating July 1, 1949, provides a sound fire insurance program for the schools of North Carolina on an optional basis. Engineers trained in fire safety make possible periodic inspections of all public school properties insured in the "Public School Insurance Fund." These inspections are the basis for offering advice on how to safeguard the children in the public schools from death and injury from school fires or explosions, and how to protect school properties from loss.

The Act setting up "The Fund" provided a \$2,000,000 appropriation from the State Literary Fund to be used as a reserve until "The Fund" could build up sufficient reserves of its own. The repayment of this appropriation was also provided for in this Act. An appropriation of \$50,000 was granted from the General Fund of the State for the administration of this program for the first biennium. Today, the entire administrative expense is paid for by the units insuring in "The Fund," and it is fully self-supporting.

The 1953 General Assembly amended the original Act in order to allow the State Board of Education to purchase reinsurance, if necessary. The growth of "The Fund" was such that in October, 1953, the State Board of Education approved a rein-



School insurance is always a safe investment!



School insurance is a definite asset in case of destruction

insurance plan. This reinsurance plan further strengthened the reserves of "The Fund," and further guaranteed the units insuring in "The Fund" of a financially sound insurance program.

As of June 30, 1954, 92 of the 174 administrative school units were provided with insurance in excess of \$170,000,000. Many of these administrative units are provided with a sound, economical fire insurance program for the first time.

The following table presents data concerning this activity of the State Board:

PUBLIC SCHOOL INSURANCE FUND
STATEMENT OF COMPARATIVE DATA 1949 to 1953

Period	Insurance In Force At End of Period	Earned Premiums	Fire Loss	Loss Ratio To Earned Premiums	Net Profit
Year Ended June 30, 1950	\$ 41,943,735.26	\$ 78,862.14	\$ 16,078.98	20.39%	\$ 85,479.21
Year Ended June 30, 1951	76,353,188.70	189,614.76	91,296.73	48.15	117,773.38
Year Ended June 30, 1952	115,490,287.74	274,365.96	40,666.81	14.82	249,050.10
Year Ended June 30, 1953	147,318,075.04	352,237.68	356,610.50	101.24	29,336.26
Year Ended June 30, 1954	171,254,967.17	414,163.73	238,725.84	57.64	221,592.32
Total		\$1,309,244.27	\$743,378.86	56.78%	\$703,231.27

Publication and Printing.

The State offices prepare and have printed many forms and publications which are necessary in the administration and operation of the public schools. Most of these forms are furnished to the local school units without cost; that is, the cost is borne by the State offices. Some of these forms, such as registers, report cards, cumulative record folders, census cards, etc., are printed in quantity for use throughout the State at State contract prices and sold to the local units at approximately cost plus transportation.

Numerous publications are prepared each year under the direction of staff members in the State Department of Public Instruction. The *North Carolina Public School Bulletin* is issued monthly except June, July, and August; and is sent free to school board members, superintendents, supervisors, principals, libraries, newspapers, and others interested in information about public education. This year marks the eighteenth year that this publication has been issued by the Department. Another publication, *State School Facts*, which gives statistical and interpretive analysis of school topics, is issued monthly. This year makes the twenty-sixth year of its publication.

In addition to these official organs, there are issued from the State Department of Public Instruction each year many other publications, such as the public school laws, report of the State Superintendent of Public Instruction, the annual directory, and various course of study bulletins. During the past two years, the following publications of this nature were issued:

<i>Title</i>	<i>No. Copies</i>
Community College Study	5,400
Educational Directory of North Carolina, 1952-53	5,000
Health Education	40,000
Evaluation of Sets of Books for School Libraries	5,000
The Schools and Civil Defense	10,000
North Carolina Public Schools, Biennial Report, Part I, 1950-52	3,000
Science for the Elementary School	35,000
The Kindergarten in North Carolina	2,500
Educational Directory of North Carolina, 1953-54	5,000
Child Accounting and School Attendance	6,000
Public School Laws of North Carolina	2,000



Radio broadcasting affords opportunities for the development of skills in writing, speaking organizing, and practicing good human relations

Industrial Arts display in a vocational shop—used by students during the school day and by adults in trade and industrial education during the afternoons and nights



Textbooks.

How Selected. The textbooks used in the public schools are selected in accordance with the following procedure:

A Textbook Commission, appointed by the Governor and State Superintendent and composed of teachers, principals, supervisors and superintendents, evaluates the texts submitted by publishers. Written reports on each book are then made to the State Board of Education, which, in turn, with the assistance of the committee, selects a multiple list consisting of three or four titles of the subject or subjects which are being considered. To the publishers of the books listed a call for bids is made for furnishing their particular books to the State of North Carolina for use in the public schools. On the basis of publishers' bids, evaluations by members of the Textbook Commission, and other available information, the State Board adopts its textbooks. Contracts are made with the publishers to furnish such books for a seven-year period.

A nutritious lunch is an important part of the school program



Purchase and Distribution. State purchase and distribution of textbooks began in 1935-36. Basal books for use in grades 1-7 were made free to pupils in 1937-38. The provisions of the law providing free basal books were made applicable to the eighth grade in 1945-46. Books used in the high school, grades 9-12, are now furnished to the schools under a rental plan. Rental fees are also charged for supplementary readers used in the elementary grades.

The following table shows the various aspects of the State's textbook program:

TEXTBOOK SALES AND RENTALS

Year	Value of Books Sold	Rental Fees Collected	
		High School Books	Supplementary Readers
1935-36	\$59,644.45	\$36,069.29	\$
1939-40	5,876.31	286,735.04	84,266.62
1944-45	3,488.93	309,696.31	135,179.20
1949-50	1,919.03	415,604.90	202,441.64
1950-51	2,287.51	437,351.06	205,716.31
1951-52	1,489.18	535,130.01	211,570.44
1952-53	3,070.26	555,258.19	218,158.72
1953-54	1,124.69	570,019.03	231,622.04

INVENTORY

(At the close of each fiscal year)

Year	Basal Elementary Books (Free)	High School Books	Supplementary Readers	Elementary Library Books	H.S. Library Books
1935-36	\$1,290,910	\$ 198,882	\$	\$	\$
1939-40	5,050,532	1,016,135	505,186	5,736	.....
1944-45	5,096,135	1,767,157	835,460	263,130	141,384
1949-50	6,700,336	1,406,619	1,385,658	565,629	275,190
1950-51	6,968,118	1,386,110	1,559,326	638,160	292,170
1951-52	7,725,211	1,391,090	1,657,055	636,725	299,808
1952-53	8,339,387	1,331,630	1,856,190	716,364	326,465
1953-54	8,208,385	1,349,378	1,993,562	728,600	328,700

EXPENDITURES

(This includes the cost of books, cost of rebinding and operating expenses)

1935-36	\$ 423,474.19	\$232,636.16	\$	\$	\$
1939-40	193,324.74	225,131.92	19,115.09	4,180.12	.....
1944-45	221,243.01	993,404.58	69,049.18	40,209.02	87,237.78
1949-50	982,179.10	305,377.10	116,778.16	101,523.05	33,859.96
1950-51	988,949.95	266,703.37	138,738.47	216,801.44	100,060.23
1951-52	1,568,305.33	370,756.15	148,217.44	176,073.54	107,320.93
1952-53	1,598,524.87	476,149.19	153,025.55	293,375.16	124,504.06
1953-54	925,069.04	490,520.42	145,534.44	263,067.96	137,820.82



Competent personnel and proper equipment are necessary to good food service

School Lunch Program.

During the eleven years of operation of the School Lunch Program in North Carolina, 1943-1954, the number of schools operating on the Federal reimbursement program has increased steadily each year from 549 the first year to 1,612 in 1953-54. In addition to the schools receiving reimbursement in 1953-54, there were 85 lunchrooms which operated without reimbursement.

The number of children, and the percentage of children drinking milk at school increase each year. During the 1953-54 school year, 71,551,857 half-pints of milk were consumed by children, an average of 509,155 per day, one half-pint per child; whereas, during 1952-53, 62,984,420 half-pints of milk were consumed.

Each year more county and city boards of education are employing qualified supervisors for their lunchrooms. This means more efficient operation of the lunchrooms and better quality meals for children at reasonable cost.

Principals and teachers are working continually to improve food habits, to promote better nutrition, and to use the lunchroom

ANALYSIS SCHOOL LUNCH REPORTS

1. Schools Approved for Operation:

	PER CENT				
	White	Negro	Total	White	Negro
1943-44	479	70	549	87.25	12.75
1944-45	769	146	915	84.04	15.96
1949-50	1,141	281	1,422	80.23	19.76
1950-51	1,172	308	1,480	79.19	20.81
1951-52	1,217	309	1,526	79.75	20.25
1952-53	1,230	356	1,586	77.55	22.45
1953-54	1,260	352	1,612	78.17	21.83

2. Cash Income from Program:

	Sale of Lunches	USDA Reimbursement	Other	Total
1943-44	\$	\$ 760,636.20	\$	\$ 760,636.20
1944-45	2,389,447.18	2,254,004.08	34,021.07	4,677,472.33
1949-50	7,940,674.55	2,876,998.41	546,855.32	11,364,528.28
1950-51	9,402,883.24	3,098,645.14	652,694.26	13,154,222.64
1951-52	10,918,896.72	3,005,949.00	789,988.50	14,714,834.22
1952-53	13,167,075.55	3,004,232.00	162,824.72	16,334,132.27
1953-54	14,628,804.17	2,941,902.43	167,517.03	17,738,223.63

3. Expenditures:

	Food	Labor	Other	Total
1943-44	\$	\$	\$	\$
1944-45	3,078,514.64	1,115,036.64	348,926.68	4,542,477.96
1949-50	7,068,911.92	2,713,838.71	898,291.46	10,681,042.09
1950-51	8,772,002.16	3,119,530.01	1,241,905.19	13,133,437.36
1951-52	10,205,271.23	3,464,082.42	1,172,746.56	14,842,100.21
1952-53	10,744,185.83	3,702,960.87	1,269,787.18	15,716,933.58
1953-54	11,700,138.42	4,206,469.04	1,783,129.31	17,689,736.77

4. Value of Donated Goods and Services:

1943-44	\$
1944-45	118,756.85
1949-50	289,042.96
1950-51	332,038.38
1951-52	446,381.98
1952-53	377,692.94
1953-54	470,046.08

5. Administrative Expenditures:

1943-44	\$ 10,432.00
1944-45	19,714.00
1949-50	81,260.00
1950-51	83,731.19
1951-52	94,737.00
1952-53	115,078.73
1953-54	109,155.42

6. Luncheon Served

	Type A**	Type B	Type C	Type A-WOM	Type B-WOM	Total
1943-44	6,667,221	155,876	808,743	3,030,886	231,054	10,953,780
1944-45	19,090,490	51,726	819,604	5,612,551	42,456	25,616,827
1949-50	41,712,233	17,543	3,179,802	2,966,549	2,927	47,879,054
1950-51	49,846,791	30,987	3,433,278	2,516,000	8,362	55,835,418
1951-52	54,273,146	7,656	3,951,295	2,313,878	.....	60,545,975
1952-53	58,265,215	.....	4,719,205	1,796,285	.....	64,780,705
1953-54	65,931,073	.....	5,620,784	1,166,348	.....	72,718,205

7. Percentage Each Type Lunch Served and Free Lunches

	Type A	Type B	Type C	Type A-WOM	Type B-WOM	Number Free	Pct. Free
1943-44	60.87	1.42	7.38	28.21	2.10	*	*
1944-45	74.52	.20	3.20	21.91	.17	2,137,621	8.34
1949-50	87.12	.04	6.64	6.20	.....	3,436,543	7.18
1950-51	89.27	.06	6.15	4.50	.01	3,854,365	6.90
1951-52	89.64	.01	6.53	3.82	.....	3,699,945	6.11
1952-53	89.95	.....	7.28	2.77	.....	3,762,430	5.81
1953-54	90.67	.....	7.73	1.60	.....	4,825,996	6.64

* Data not available.

** Type A lunch consists of the following foods: $\frac{1}{2}$ pint milk; 2 oz. of meat, poultry, fish or cheese; or 1 egg or $\frac{1}{2}$ cup beans or peas or 4 tsp. peanut butter; $\frac{3}{4}$ cup veg. or fruit or both; bread or muffins; $\frac{1}{2}$ tsp. butter or margarine. Type B lunch provides $\frac{2}{3}$ as much as Type A. Type C is $\frac{1}{2}$ pint of milk. WOM is without milk.

as a laboratory for teaching. Much effort has been made to correlate the regular classroom teaching with activities in the lunch-room.

Rehabilitation Services.

Vocational Rehabilitation is a State-Federal program which serves those citizens who are physically or mentally disabled and who may reasonably be expected to become employable. The following services are available: medical services; psychiatric and psychological evaluations to determine the extent of disability, work capacity, and eligibility; and counseling for purposes of selecting a suitable job. Actual training, placement, and follow-up on the job are furnished without cost to the individual. Medical, surgical, and psychiatric treatment; hospital care; artificial appliances; living expenses; transportation during rehabilitation; occupational tools, equipment, and licenses are provided in terms of the individual's ability to pay for them.

Some disabled persons may require the full range of available services, whereas others may need only one or two. In every instance, however, the services are provided in accordance with a careful analysis of the individual's needs; and all services are directed toward a suitable job goal.

When a person has been given those services necessary for a permanent job with a self-supporting wage, his case is closed as rehabilitated. In 1954 there were 2,530 persons rehabilitated. These people are now tax payers instead of tax consumers. It is estimated that during their work-lives these rehabilitated citizens will pay in Federal income taxes ten dollars for every dollar expended by the Federal Government on their rehabilitation, to say nothing of the large amount they will pay in State taxes. Aside from the many other advantages inherent in Vocational Rehabilitation, the program is definitely an investment rather than an expenditure of public funds.

Following are two tables, the first showing growth in rehabilitation services; and the second, expenditures for such services for certain selected years:

GROWTH IN VOCATIONAL REHABILITATION SERVICES

No. Rehabilitated

Year	Total Rehab.	Total Case Services	With Physical Restoration	With Training	All Other Services
1921-22	18	...	...	7	11
1924-25	94	...	...	61	33
1929-30	72	...	...	54	18
1934-35	230	...	...	158	72
1939-40	486	...	...	374	112
1944-45	1,865	...	544	323	998
1949-50	2,625	8,272	3,027	1,096	4,149
1950-51	2,178	6,416	2,409	325	3,682
1951-52	2,634	8,558	3,350	626	4,582
1952-53	2,450	8,067	3,319	361	4,387
1953-54	2,530	8,220	3,436	400	4,384

Open Cases at End of Year

Year	Eligible and Feasible	Undergoing Physical Restoration	In Training	In Employment and Awaiting Placement
1921-22	63	...	46	44
1924-25	274	...	135	208
1929-30	129	...	197	389
1934-35	530	...	324	92
1939-40	*1,602	...	441	79
1944-45	796	358	477	218
1949-50	456	1,077	534	435
1950-51	1,687	1,403	536	480
1951-52	1,841	1,569	597	505
1952-53	1,598	1,411	628	541
1953-54	1,570	1,592	697	512

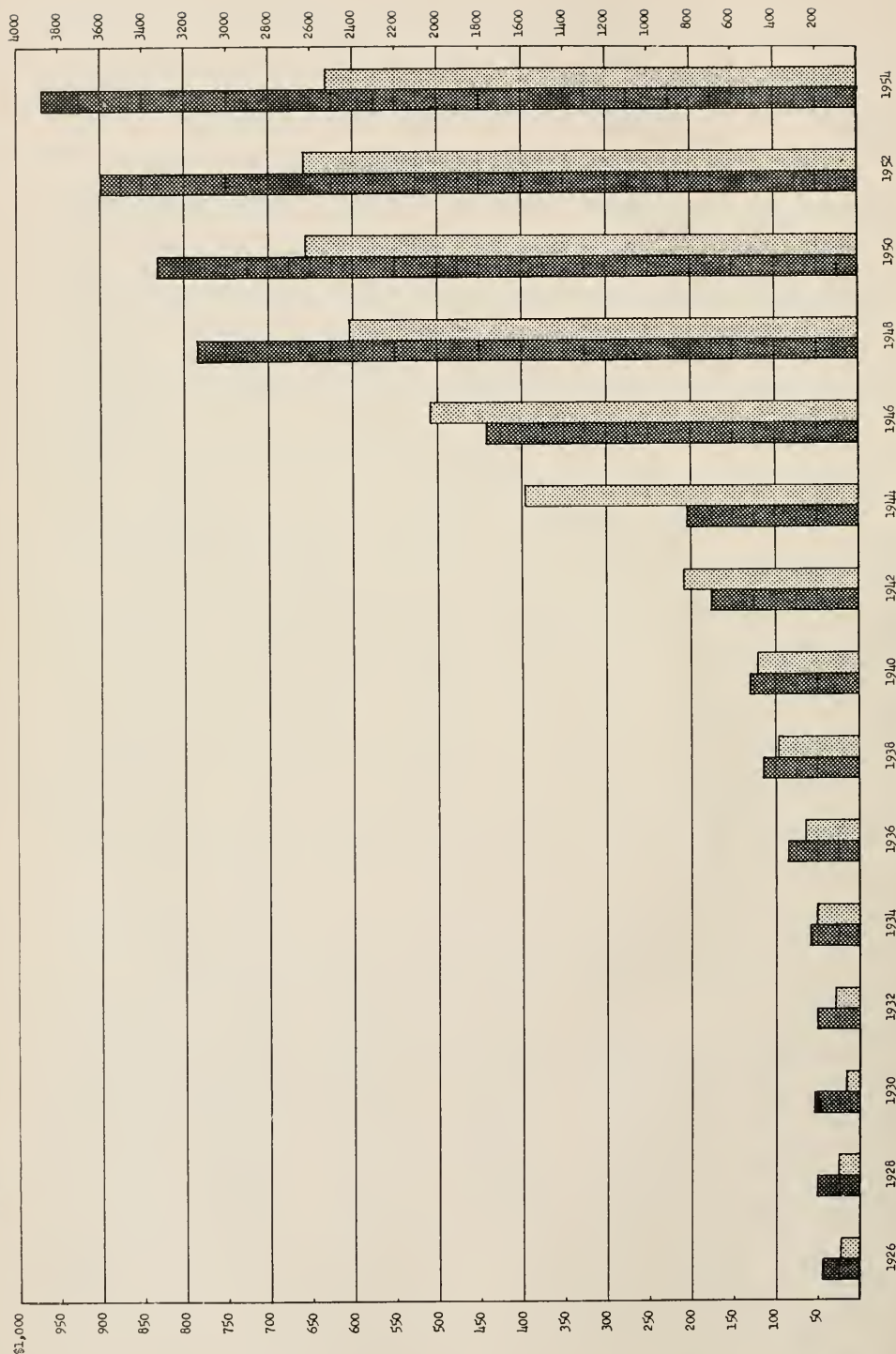
* Includes cases interviewed.

EXPENDITURES FOR VOCATIONAL REHABILITATION SERVICES

Year	Local	State	Federal	Total	Av. Case Cost
1925-26	\$ 1,736.88	\$ 26,161.74	\$ 16,225.69	\$ 44,124.31	\$459.63
1929-30	1,958.86	33,011.00	19,971.28	54,941.14	763.07
1934-35	13,823.67	23,961.65	29,673.63	67,458.95	293.30
1939-40	16,493.08	51,159.82	62,797.75	130,450.65	268.42
1944-45	10,617.59	91,389.37	269,881.71	371,888.67	199.40
1949-50	23,194.98	305,139.40	502,959.98	831,294.36	316.68
1950-51	27,385.50	304,376.06	544,132.24	875,893.80	402.16
1951-52	28,753.43	329,352.17	540,950.83	899,056.43	341.32
1952-53	31,049.87	357,282.97	560,131.67	948,464.51	387.13
1953-54	34,912.25	397,395.06	537,302.94	969,640.25	383.25

NO. OF CLIENTS
REHABILITATED

EXPENDITURES IN
THOUSAND DOLLARS



Growth in Vocational Rehabilitation

OTHER EDUCATIONAL INSTITUTIONS

Non-Public.

Numerous non-public educational institutions of less than college grade operate in North Carolina. They usually fall into two classes from the standpoint of support: (1) those which are privately owned and which depend in the main upon tuition charges for their maintenance and support, and (2) those which are sponsored and aided financially by a religious organization together with tuition fees.

These institutions are usually of three kinds or a combination of the three—kindergarten, elementary, and secondary.

Kindergartens. In accordance with the law (Section 115-65) public kindergartens may be established by a vote of the people for a tax to be levied for their support. At present none has been so established. There is, however, a large number operated either



privately or by church organizations. All kindergartens according to law are subject to the supervision of the State Department of Public Instruction and shall be operated in accordance with standards set up by the State Board of Education. A bulletin, *The Kindergarten in North Carolina*, which includes helps and suggestions for operating kindergartens was issued in 1953, but funds for the employment of a supervisor on the State level to give attention to early childhood education have not yet been provided. As a result very little supervision in this area has been made possible.

Elementary Schools. According to information received from the local superintendents there are approximately 50 private schools which provide instruction for first grade children in connection with kindergartens, operate a complete elementary school (8 grades), or provide instruction for both elementary and secondary school pupils. A majority of these are church-related institutions.

Secondary Schools. There are 42 private secondary schools located in the State. These, too, are largely church-related. When these secondary schools make the request, they are classified by the State Department of Public Instruction, and all except seven of the number have been so accredited, 17 by the Southern Association of Colleges and Secondary Schools.

Public.

There are two types of public schools which are not now operated under the direction of the State Board of Education and the State Department of Public Instruction. These are as follows:

Federal Schools. In three areas of the State, schools of elementary and secondary grade are operated by the Federal Government. These are the Camp Lejeune Schools at Camp Lejeune, Fort Bragg Schools at Fort Bragg, and the Cherokee Indian School at Cherokee. These schools also may be rated by the State Department, and except for Fort Bragg were so accredited for the school year 1953-54.

Special State-supported Schools. In this group are the following:

- School for the Deaf, Morganton
- School for the Blind, Raleigh
- School for the Blind and Deaf (Negro), Raleigh
- Samarcand, Eagle Springs

These schools provide for both elementary and secondary school instruction. Only one, the high school department of the School for the Blind, has been accredited by the State Department.

Colleges.

The colleges of North Carolina are under the administration of separate boards of trustees. There is one board of trustees for the University at Chapel Hill, State College, and Woman's College, which together are operated as the University of North Carolina. A three-year record of the enrollment in these institutions is presented in the following table:

ENROLLMENT IN COLLEGES, 1951-52 to 1953-54
(As of October for Each Year)

Institution	1951-52	1952-53	1953-54		
			Total	Men	Women
I. SENIOR COLLEGES — WHITE:					
University, Chapel Hill	5,773	5,474	5,676	4,711	965
State College	3,701	3,921	4,055	4,003	52
Woman's College	2,392	2,360	2,331	4	2,327
Appalachian Teachers	1,183	1,252	1,346	557	789
East Carolina	1,907	2,076	2,213	990	1,223
Western Carolina	566	745	829	451	378
Total Public	15,522	15,828	16,450	10,716	5,734
Atlantic Christian	394	437	429	221	208
Black Mountain	35	28	25	16	9
Catawba	591	553	500	315	185
Davidson	828	821	824	824	
Duke	4,631	4,535	4,840	3,452	1,388
Elon	622	650	665	506	159
Flora Macdonald	275	263	276	3	273
Greensboro	356	368	377	6	371
Guilford	475	496	493	337	156
High Point	610	637	682	415	267
Lenoir Rhyne	779	807	820	463	357
Meredith	574	594	625	3	622
Montreat	161	141	196	1	195
Queens	299	381	425	44	381
Salem	281	301	331	12	319
Wake Forest	1,703	1,714	1,668	1,355	313
Total Private	12,614	12,726	13,176	7,973	5,203
Total Senior—White	28,136	28,554	29,626	18,689	10,937
SENIOR COLLEGES:—NEGRO					
Agricultural and Technical	*2,568	*2,608	2,163	1,439	724
North Carolina	1,368	1,430	1,584	554	1,030
Elizabeth City	545	440	462	82	380
Fayetteville	611	598	586	99	487
Winston-Salem	602	712	764	182	582
Total Public	5,694	5,788	5,559	2,356	3,203
Barber Scotia	172	201	190		190
Bennett	439	421	431		431
Johnson C. Smith	632	663	656	300	356
Livingston	387	371	408	148	260
Shaw	549	485	514	189	325
St. Augustine	378	440	527	165	362
Total Private	2,557	2,581	2,726	802	1,924
Total Senior—Negro	8,251	8,369	8,285	3,158	5,127
SENIOR COLLEGES—INDIAN:					
Pembroke	123	122	131	50	81
Total Senior Colleges	36,510	37,045	38,042	21,897	16,145

II. JUNIOR COLLEGES — WHITE:

Asheville-Biltmore	93	132	265	222	43
Charlotte	164	173	137	116	21
Wilmington	132	156	206	113	93
Total Public	389	461	608	451	157
Belmont Abbey	123	154	205	205	.....
Brevard	142	130	146	73	73
Campbell	345	359	384	251	133
Chowan	101	190	259	126	133
Edwards Military Institute	105	67	75	75	.....
Gardner-Webb	351	387	326	181	145
Lees-McRae	247	295	316	163	153
Louisburg	183	175	160	92	68
Mars Hill	713	702	831	376	446
Mitchell	123	94	104	39	65
Oak Ridge	80	74	66	66	.....
Peace	225	141	176	.....	176
Pfeiffer	203	154	176	102	74
Pineland	26	30	29	.....	29
Presbyterian	74	93	72	67	5
Sacred Heart	70	49	83	.....	83
St. Genevieve	82	76	75	.....	75
St. Mary's	186	216	183	.....	183
Warren Wilson	79	97	132	59	73
Wingate	169	189	229	151	78
Total Private	3,627	3,672	4,027	2,029	1,998
Total Junior—White	4,016	4,133	4,635	2,480	2,155

JUNIOR COLLEGES—NEGRO:

Carver—Public	149	115	140	123	17
Immanuel Lutheran—Private	33	34	38	25	13
Total Junior—Negro	182	149	178	148	30
Total Junior Colleges	4,198	4,282	4,813	2,628	2,185
Off-Campus Centers					
White	.....	.....	.....	.....	.....
Negro	31	43	56	12	44
Total	31	43	56	12	44

III. SUMMARY:

White Students	32,152	32,687	34,261	21,169	13,092
Men	19,881	20,342	21,169	21,169	.....
Women	12,271	12,345	13,092	.....	13,092
Negro Students	8,464	8,561	8,519	3,318	5,201
Men	3,623	3,485	3,318	3,318	.....
Women	4,841	5,076	5,201	.....	5,201
Indian Students	123	122	131	50	81
Men	55	47	50	50	.....
Women	68	75	81	.....	81
Grand Total	40,739	41,370	42,911	24,537	18,374
Men	23,559	23,874	24,537	24,537	.....
Women	17,180	17,496	18,374	.....	18,374

* Includes those not classified as regular college students.

EDUCATION IN THE STATES

Wide differences exist in the educational opportunities offered by the 48 states. These differences are clearly shown by facts recently printed in a bulletin issued by the National Education Association.

A reprint of some of these facts is presented in this section of this Report in order to show how North Carolina stands with other states on certain phases of public education. Tables are presented without explanation except for column heading and arrangement. A summary, however, of North Carolina's relationship among the 48 states is given below:

North Carolina ranks

- 45 in its ability to pay (according to income payments per capita)
- 7 in its effort to pay (according to percentage of average income payments represented by total current school expenditures from State and local sources)
- 41 in its efforts to pay (according to average current expenditure per pupil in ADA for public education from State and local sources)
- 44 in teacher load (based on school-age children per 1,000 wage-earning adults)
- 6 in teacher preparation (based on number of elementary teachers with less than four years of college preparation)
- 46 in teacher load (based on average number of pupils per teacher)
- 33 in teacher salaries
- 44 in per cent of school-age children in school
- 41 in terms of average value of public school property per pupil
- 43 in population literacy (based on per cent of population, 25 years of age and older, with less than five years of schooling)
- 42 in percentage failing the Armed Forces Qualification Test
- 45 in per capita retail sales

Column 1—Income Payments Per Capita, 1952

Column 2—Per Cent Which Total Current School Expenditures from State and Local Sources Was of Average Income Payments, 1950-51

1. Ability			2. Effort		
1	\$2,260	Delaware	1	3.70%	New Mexico
2	2,250	Nevada	2	3.39	Arizona
3	2,080	Connecticut	3	3.34	Oklahoma
4	2,038	New York	4	3.30	Louisiana
5	2,032	California	5	3.12	Wyoming
6	1,983	Illinois	6	3.04	North Dakota
7	1,959	New Jersey	7	3.02	NO. CAROLINA
8	1,881	Ohio	8	3.00	South Dakota
9	1,815	Michigan	9	2.94	Utah
10	1,810	Washington	10	2.84	West Virginia
11	1,761	Maryland	11	2.83	Idaho
12	1,749	Massachusetts	11	2.83	South Carolina
13	1,733	Oregon	13	2.80	Oregon
14	1,710	Pennsylvania	14	2.79	Iowa
15	1,698	Kansas	14	2.79	Vermont
16	1,697	Montana	16	2.76	Minnesota
17	1,685	Indiana	17	2.72	Montana
18	1,655	Rhode Island	18	2.69	Alabama
19	1,649	Wisconsin	19	2.66	Kansas
20	1,618	Colorado	19	2.66	Mississippi
21	1,607	Wyoming	21	2.58	Texas
22	1,583	Missouri	22	2.44	Arkansas
23	1,566	Nebraska	23	2.38	Florida
24	1,545	Iowa	24	2.37	Colorado
25	1,530	New Hampshire	24	2.37	Nebraska
26	1,498	Arizona	24	2.37	Washington
27	1,491	Minnesota	27	2.36	California
28	1,452	Texas	27	2.36	Indiana
29	1,450	Utah	29	2.31	Georgia
30	1,438	Idaho	29	2.31	Michigan
31	1,361	Maine	31	2.30	Tennessee
32	1,336	Vermont	32	2.24	Wisconsin
33	1,331	New Mexico	33	2.22	Maine
34	1,322	Virginia	34	2.21	Virginia
35	1,319	Florida	35	2.16	Kentucky
36	1,285	Oklahoma	35	2.16	New Hampshire
37	1,258	South Dakota	37	2.13	Pennsylvania
38	1,232	West Virginia	38	2.12	New Jersey
39	1,223	North Dakota	39	2.00	New York
40	1,206	Louisiana	40	1.97	Nevada
41	1,137	Georgia	41	1.92	Delaware
42	1,135	Kentucky	41	1.92	Illinois
43	1,126	Tennessee	43	1.90	Ohio
44	1,099	South Carolina	44	1.89	Connecticut
45	1,049	NO. CAROLINA	45	1.87	Maryland
46	1,012	Alabama	46	1.86	Missouri
47	951	Arkansas	47	1.80	Massachusetts
48	818	Mississippi	48	1.75	Rhode Island
Av.	\$1,639	United States	Av.	2.27%	United States

Column 3—Average Current Expenditures Per Pupil in ADA for Public Education from State and Local Sources, 1950-51

Column 4—School-Age Children Per 1000 Wage-Earning Adults, 1950

3. Effort			4. Load		
1	\$324	New York	1	305	New York
2	298	New Jersey	2	312	New Jersey
3	288	Delaware	3	324	Connecticut
4	278	Illinois	4	327	California
5	275	Oregon	5	334	Illinois
6	274	Wyoming	5	334	Rhode Island
7	269	California	7	342	Massachusetts
8	265	Connecticut	8	345	Nevada
9	263	Montana	9	368	Delaware
10	254	Rhode Island	10	369	Ohio
11	248	Washington	11	372	Pennsylvania
12	247	Arizona	12	374	Washington
13	245	Massachusetts	13	378	Maryland
13	245	Minnesota	14	381	Missouri
15	244	Iowa	14	381	Oregon
15	244	Wisconsin	16	383	Florida
17	243	Michigan	17	390	New Hampshire
17	243	Pennsylvania	18	400	Michigan
19	239	Nevada	19	404	Indiana
20	232	South Dakota	20	407	Kansas
21	231	Indiana	21	408	Wisconsin
22	228	New Hampshire	22	409	Nebraska
22	228	North Dakota	23	419	Minnesota
24	225	Nebraska	24	420	Colorado
24	225	New Mexico	25	423	Iowa
26	223	Kansas	26	440	Montana
27	217	Colorado	27	445	Wyoming
27	217	Louisiana	28	456	Texas
29	216	Maryland	29	457	Maine
30	215	Vermont	30	458	Vermont
31	209	Texas	31	464	Virginia
32	202	Idaho	32	472	South Dakota
33	198	Ohio	33	482	Oklahoma
34	197	Oklahoma	34	503	Tennessee
35	185	Missouri	35	514	Arizona
36	184	Florida	35	514	Louisiana
37	175	Utah	37	521	Idaho
38	161	Maine	38	529	North Dakota
39	152	Virginia	39	536	Georgia
40	150	West Virginia	40	537	Kentucky
41	143	NO. CAROLINA	41	552	West Virginia
42	124	Tennessee	42	563	Arkansas
43	123	Georgia	43	568	Utah
44	122	Kentucky	44	570	NO. CAROLINA
45	118	Alabama	45	578	Alabama
45	118	South Carolina	46	595	New Mexico
47	107	Arkansas	47	622	Mississippi
48	85	Mississippi	48	642	South Carolina
Av.	\$217	United States	Av.	403	United States

Column 5—Per Cent of Elementary School Teachers with Less Than Four Years of College Preparation, 1953-54

Column 6—Average Number of Pupils Per Teacher, 1950-51

5. Teacher Preparation			6 Teacher Load		
1	2.5%	Arizona	1	14.6	North Dakota
2	4.0	Texas	2	15.8	South Dakota
3	5.2	Florida	3	17.3	Nebraska
4	6.0	New York	4	18.2	Iowa
5	7.0	New Jersey	5	19.1	Kansas
5	7.0	NO. CAROLINA	5	19.1	Wyoming
7	8.0	Oklahoma	7	20.1	Montana
8	13.0	New Mexico	8	20.6	New Jersey
9	15.0	California	9	21.3	Wisconsin
9	15.0	Louisiana	10	21.5	Delaware
9	15.0	Nevado	11	21.6	Oregon
12	16.0	Washington	12	21.7	Massachusetts
13	20.0	Michigan	13	21.8	Colorado
14	20.8	Delaware	13	21.8	Nevada
15	23.0	Colorado	15	21.9	New York
15	23.0	Georgia	16	22.0	Illinois
17	26.0	Connecticut	17	22.4	Vermont
17	26.0	Utah	18	22.5	New Hampshire
19	28.0	Alabama	18	22.5	Rhode Island
20	29.9	Rhode Island	20	22.6	Minnesota
21	31.0	South Carolina	21	22.7	Idaho
22	32.4	Maryland	21	22.7	Maine
23	35.0	Indiana	21	22.7	Texas
24	40.0	Illinois	24	23.8	Washington
25	41.0	Missouri	25	23.9	Connecticut
25	41.0	West Virginia	26	24.1	New Mexico
27	42.9	Idaho	26	24.1	Oklahoma
28	43.0	Oregon	28	24.3	Arizona
29	44.0	Virginia	29	24.5	Missouri
30	45.0	Massachusetts	30	24.6	Florida
31	45.7	Ohio	30	24.6	South Carolina
32	46.0	Kansas	32	24.7	Georgia
33	48.0	Arkansas	33	24.8	Louisiana
33	48.0	Tennessee	34	25.1	Indiana
35	50.0	Mississippi	35	25.2	Michigan
35	50.0	Wyoming	36	25.3	Pennsylvania
37	54.0	Pennsylvania	37	26.0	Tennessee
38	55.4	Wisconsin	38	26.2	Kentucky
39	58.0	Kentucky	39	26.8	Maryland
40	61.0	Maine	40	27.0	Ohio
40	61.0	New Hampshire	41	27.2	Arkansas
42	65.0	Vermont	42	27.5	Utah
43	66.6	Montana	43	27.7	Virginia
44	70.0	Nebraska	44	27.9	California
45	73.0	Minnesota	45	28.2	West Virginia
46	84.0	Iowa	46	28.7	NO. CAROLINA
47	90.0	North Dakota	47	30.0	Mississippi
48	99.0	South Dakota	48	30.6	Alabama
Av.	31.8%	United States	Av.	24.1	United States

Column 7—Average Salaries of Classroom Teachers, 1953-54

Column 8—Per Cent of School-Age Children in School, 1950-51

7. Teacher Salaries			8. % Children in School		
1	\$4,800	California	1	86.1%	California
2	4,650	New York	2	85.1	Michigan
3	4,247	Washington	3	85.0	Iowa
4	4,213	Delaware	3	85.0	Nevada
5	4,187	Maryland	3	85.0	Oregon
6	4,170	New Jersey	6	84.8	Illinois
7	4,059	New Mexico	6	84.8	New Hampshire
8	4,015	Illinois	6	84.8	New York
9	4,000	Connecticut	9	84.7	Nebraska
9	4,000	Massachusetts	9	84.7	Ohio
9	4,000	Michigan	9	84.7	Pennsylvania
12	3,995	Oregon	12	84.5	Wisconsin
13	3,850	Arizona	13	84.3	Connecticut
14	3,832	Pennsylvania	13	84.3	Massachusetts
15	3,825	Rhode Island	13	84.3	Minnesota
16	3,800	Ohio	16	84.1	Kansas
17	3,785	Indiana	17	83.9	New Jersey
18	3,680	Nevada	18	83.7	Indiana
19	3,661	Wisconsin	18	83.7	Oklahoma
20	3,600	Florida	20	83.5	Utah
21	3,500	Colorado	20	83.5	Vermont
22	3,435	Montana	22	83.1	Rhode Island
23	3,400	Utah	23	83.0	Idaho
24	3,340	Oklahoma	23	83.0	Montana
25	3,330	Idaho	25	82.8	Florida
26	3,326	Texas	26	82.7	Washington
27	3,300	Wyoming	26	82.7	Wyoming
28	3,250	Minnesota	28	82.5	Colorado
29	3,230	Iowa	29	82.3	Maine
30	3,225	Louisiana	30	82.2	Missouri
30	3,225	New Hampshire	31	82.0	South Dakota
32	3,190	Kansas	32	81.8	Delaware
33	3,175	NO. CAROLINA	32	81.8	North Dakota
34	3,100	Missouri	34	81.7	Louisiana
35	2,960	West Virginia	35	81.5	Alabama
36	2,925	Virginia	36	81.3	Maryland
37	2,900	Vermont	37	81.1	West Virginia
38	2,800	South Dakota	38	81.0	Arkansas
39	2,765	South Carolina	39	80.2	Tennessee
40	2,750	North Dakota	40	80.0	Georgia
41	2,720	Georgia	41	79.6	New Mexico
42	2,645	Maine	42	79.3	Mississippi
43	2,620	Tennessee	42	79.3	Virginia
44	2,610	Alabama	44	79.1	Arizona
45	2,510	Nebraska	44	79.1	NO. CAROLINA
46	2,300	Kentucky	46	78.1	South Carolina
47	2,035	Arkansas	47	77.7	Texas
48	1,741	Mississippi	48	75.6	Kentucky
Av.	\$3,605	United States	Av.	82.7%	United States

Column 9—Average Value of Public School Property Per Pupil,
1949-50

Column 10—Per Cent of the Population 25 Years of Age and
Older with Less Than Five Years of Schooling, 1950

9. Value Property Per Pupil			10. Population Literacy		
1	\$790	New York	1	3.9%	Iowa
2	687	Illinois	2	4.3	Oregon
3	649	Rhode Island	2	4.3	Utah
4	643	Nevada	4	4.5	Idaho
5	642	Washington	5	4.7	Washington
6	616	Wisconsin	6	4.9	Nebraska
7	610	Massachusetts	7	5.0	Kansas
8	596	Oregon	8	5.5	Vermont
9	595	New Jersey	9	5.7	Wyoming
10	592	Kansas	10	5.8	Minnesota
11	591	Michigan	10	5.8	South Dakota
12	579	Connecticut	12	6.3	Montana
13	556	Pennsylvania	12	6.3	New Hampshire
14	543	Delaware	14	6.6	Indiana
15	509	Ohio	15	6.7	Maine
16	499	Minnesota	16	6.8	California
17	495	Colorado	16	6.8	Nevada
18	494	Nebraska	18	6.9	Ohio
19	493	North Dakota	19	7.1	Colorado
20	477	Montana	20	7.2	Wisconsin
20	477	Wyoming	21	7.5	Michigan
22	445	Arizona	22	7.8	Illinois
23	440	South Dakota	23	7.9	Massachusetts
24	439	Maryland	24	8.4	Missouri
25	433	Oklahoma	25	8.8	North Dakota
26	432	New Hampshire	26	8.9	Connecticut
27	428	Iowa	27	9.2	New Jersey
28	427	California	28	9.4	Pennsylvania
29	422	Utah	29	9.5	New York
30	396	Missouri	30	9.7	Delaware
31	388	New Mexico	30	9.7	Rhode Island
32	381	Idaho	32	10.9	Maryland
33	367	Vermont	32	10.9	Oklahoma
34	363	Texas	34	13.7	West Virginia
35	348	Indiana	35	13.8	Florida
36	342	Virginia	36	14.2	Arizona
37	330	West Virginia	37	15.8	Texas
38	323	Maine	38	16.8	Kentucky
38	323	Florida	39	17.5	Virginia
40	289	Louisiana	40	18.0	New Mexico
41	261	NO. CAROLINA	41	18.3	Tennessee
42	242	Arkansas	42	19.8	Arkansas
43	233	Kentucky	43	21.1	NO. CAROLINA
44	220	Georgia	44	22.6	Alabama
45	184	South Carolina	45	24.2	Georgia
46	152	Tennessee	46	25.2	Mississippi
47	142	Alabama	47	27.4	South Carolina
48	137	Mississippi	48	28.7	Louisiana
Av.	\$454	United States	Av.	11.0%	United States

Column 11—Per Cent of Rejections for Failing the Armed Forces
Qualification Test, July 1950-June 1951

Column 12—Per Capita Retail Sales, 1952

11. % Who Failed AFQ Test			12. Effects		
1	1.3%	Minnesota	1	\$1,413	Delaware
2	1.9	Utah	2	1,342	Wyoming
3	2.2	Oregon	3	1,326	Nevada
4	3.3	Idaho	4	1,257	Oregon
5	3.7	Massachusetts	5	1,255	Connecticut
6	3.8	Washington	6	1,229	California
7	4.2	Wisconsin	7	1,204	Montana
8	4.7	Wyoming	8	1,199	New York
9	4.8	Iowa	9	1,198	Nebraska
9	4.8	New Hampshire	10	1,189	Illinois
11	5.1	Rhode Island	11	1,179	North Dakota
12	5.2	Illinois	12	1,149	Idaho
12	5.2	Kansas	12	1,149	Iowa
12	5.2	Montana	14	1,143	Minnesota
15	6.4	South Dakota	15	1,131	Colorado
16	7.0	Indiana	15	1,131	Michigan
16	7.0	Pennsylvania	17	1,128	Wisconsin
18	7.1	California	18	1,117	Washington
19	7.6	Nebraska	19	1,108	New Jersey
20	8.1	Colorado	20	1,097	Ohio
21	9.1	Connecticut	21	1,090	Texas
22	9.2	Nevada	22	1,088	Massachusetts
23	9.8	Michigan	23	1,080	Indiana
24	10.6	New Jersey	24	1,079	Kansas
25	10.7	North Dakota	25	1,067	Vermont
26	10.8	New York	26	1,066	South Dakota
27	11.8	Ohio	27	1,061	Missouri
28	12.9	Vermont	28	1,047	Pennsylvania
29	13.9	Maryland	29	1,046	Arizona
30	14.5	Missouri	30	1,028	New Hampshire
31	14.6	Delaware	31	1,021	Utah
31	14.6	Maine	32	1,019	Florida
33	15.2	Arizona	32	1,019	Rhode Island
34	17.2	Oklahoma	34	983	Maine
35	21.1	Texas	35	938	Maryland
36	21.8	West Virginia	36	930	Oklahoma
37	22.2	Kentucky	37	890	New Mexico
38	25.7	New Mexico	38	820	Virginia
39	28.3	Florida	39	804	Tennessee
40	28.9	Virginia	40	776	Louisiana
41	30.2	Georgia	41	766	Georgia
42	34.6	NO. CAROLINA	42	755	West Virginia
43	36.4	Tennessee	43	744	Arkansas
44	38.7	Louisiana	44	728	Kentucky
45	39.2	Alabama	45	717	NO. CAROLINA
45	39.2	Arkansas	46	702	Alabama
47	40.4	Mississippi	47	701	South Carolina
48	56.0	South Carolina	48	586	Mississippi
Av.	16.4%	United States	Av.	\$1,050	United States

II

Recommendations for the Further Improvement of Public Schools

INTRODUCTION

Momentous and challenging experiences in the operation of North Carolina public schools await all of us.

In the regular course of events, we are faced with a mounting pupil enrollment arising out of an unprecedented number of births, a growing intensity in competition for the services of young men and women who in other times might have given consideration to teaching as a career, a need for enlarged and improved plant facilities, and a continuing tendency on the part of many parents and communities to assign to schools more duties and responsibilities inherent in the proper development and training of youth.

As though the impact of regular events were not enough to consume the energies and efforts of all who are concerned directly and indirectly with public school education, we are confronted now with a sociological and psychological projection by the Supreme Court of the United States which, insofar as potentialities are concerned, can dwarf into insignificance, at least for some time to come, many of the factors with which patrons and supporters of public schools have been accustomed to deal.

Possibly before these words appear in print, possibly while the 1955 General Assembly is in session, the Supreme Court will have begun to formulate, at least partially, decrees by and through which its primary pronouncement, that separation of school children solely on the basis of race is unconstitutional, shall become operative.

There is no precedent to serve as the basis of a plan of action whereby the schools of North Carolina can integrate, or desegregate. This State, enrolling a larger number of Negro pupils than any other, cannot borrow appreciably from the experiences of others. States with conditions similar to ours are faced with the same fundamental question. States with little or no experience with a distinct bi-racial culture have little of value to share. Hence, North Carolina must find a solution to the problem within the framework of its own peculiar circumstances, conditions, customs and traditions.

Of necessity, specific steps toward adjusting to an altered pattern of public school operations can be taken only in the wake of action by the Supreme Court. How the Court will seek to make effective its primary projection is not known at this time. In its action of May 17, 1954, the Court did recognize, however, "the great variety of local conditions" and "the . . . problems of considerable complexity" that must be weighed and resolved before profound changes in public school operations can be wrought. Similar recognition must be made by every man, woman and child in North Carolina.

Any abrupt jolt to the customary pattern of thought and behavior of a large number of people, regardless of how noble the interest that propels, can produce grave repercussions; change, that is to endure, is born of consent on the part of a firm majority of the people who are to live with it.

In the months that have elapsed since the Supreme Court made its pronouncement, the most notable observation is that no responsible North Carolinian has proposed the abolition of public school education. This is as it should be. Free public education for all of the people is the taproot of a democratic society, wherein each person must be afforded opportunity to develop and utilize his God-given talents maximally. Without individual competence, there can be no collective competence; without collective competence, no society can survive. Reduced to the basest mean, the State must educate or be consumed at its own hand. A school is not an end within itself; it is but a medium through which people seek to realize their hopes and aspirations and concepts of a complete life for themselves and for their posterity. Education is indispensable in a democracy; and because it is, we have no choice other than to provide it. Therefore, as we look to the future with its magnitudinous educational, legal, social, economic and moral problems arising out of the aforementioned sociological and psychological projection, our basic prayer and recommendation is that each of us will resolve anew that *we shall preserve our cherished system of free public education in North Carolina.*

As indicated in Section I of this Report, this State has witnessed tremendous growth and improvement in its public schools during the past two decades. While recognizing this advance, it cannot be said that the public school system has reached its peak of attainment and has no other imperative goals. There are many problems which remain unsolved and many areas in which there

is need for careful consideration and concentrated action before we shall have provided satisfactory educational opportunities for all the youth of this State.

The increasing load to be borne by the schools is revealed in the birth statistics for North Carolina during recent years. The load to be carried by the public schools is naturally determined by the number of children to be served. Live births according to the State Board of Health, reached a peak of 113,386 in 1953. True, these youngsters are not ready for school, but we must prepare for them now. Birth statistics for the past sixteen years suggest the enormity of the problem:

1938	79,934	1946	100,679
1939	79,133	1947	112,877
1940	80,455	1948	109,430
1941	84,595	1949	107,970
1942	89,854	1950	106,486
1943	94,568	1951	110,412
1944	90,629	1952	111,000
1945	87,401	1953	113,386
Total	686,569	Total	872,240

During the last eight years (1946-1953), 185,671 more children were born in North Carolina than in the preceding eight years (1938-1945). The implications to be found in this fact are clear. There is automatic need for more teachers, supervisors, administrators, and physical facilities.

In 1953-1954 there were about 933,000 children in average daily membership in our public schools. On the basis of birth statistics and school enrollment trends, it is estimated that the average daily membership will increase in the immediate years ahead as follows:

1954-55	975,204
1955-56	1,010,577
1956-57	1,042,380

These figures amply warn us of the task before us. They clearly indicate the urgency for planning wisely and adequately now for our future needs. This we must do even as we provide for present needs, and as we extend every effort toward satisfying a backlog of unmet needs.

FINANCIAL SUPPORT FOR CURRENT OPERATIONS

Nine Months School Fund and Teachers' Salaries.

The item in the total school budget requiring the largest appropriation is the "Nine Months School Fund." The sum of

\$114,958,769 was appropriated to this Fund for the 1953-1954 year by the 1953 General Assembly; the appropriation for the current year (1954-55) is \$116,524,959. To continue our schools at the present level of operation, the State Board of Education has submitted a request to the Advisory Budget Commission for \$123,886,875 for the 1955-56 term and \$128,322,742 for 1956-57. These requests constitute a "stand still" program for the 1955-57 biennium, the increases in funds being accounted for solely by the contemplated increases in school enrollment.

Teachers' salaries claim the major portion of the Nine Months School Fund. The above budget requests are based on the salary schedules currently in effect, a range of \$2,430 to \$3,420 for teachers holding Class "A" Certificates (based on the Bachelor's degree) and a range of \$2,772 to \$3,807 for teachers holding "Graduate" Certificates (based on the Master's Degree). In prior years the State Board of Education in its requests has favored a higher salary schedule, ranging from \$2,430 to \$3,600 for teachers holding the Class "A" Certificates and ranging from \$2,898 to \$3,996 for teachers holding the "Graduate" Certificates. The Board has not receded from this position and, within the limits of funds available, requests consideration of this higher schedule by the Advisory Budget Commission and the General Assembly. The average annual salary paid teachers and building principals from State funds for the 1953-54 year was \$3,106. In this respect, North Carolina ranks 33rd among the 48 states. In consideration of the superior training, the pupil load, and the dedicated service being rendered by our teachers, every effort should be made to bring our average salary up to at least the national average of \$3,605. In training, our elementary teachers rank fifth in the Nation; in the average number of pupils assigned each teacher, only two states have as heavy a load. In a day when schools are competing with other professions for qualified personnel, and when competence is required in all professions, salaries must be commensurate with training and with the responsibilities inherent in the job.

Summary of Appropriations (1953-55) and Budget Estimates (1955-57), General Funds, Administered by State Board of Education.

The following summary of appropriations for the current biennium and of requests for the coming biennium is presented as submitted to the Advisory Budget Commission. The requests are based on the 1954-55 salary schedules and assume a continua-

tion of prevailing services, with such modifications as are deemed necessary to cope with an expanding school enrollment.

Fund	Appropriation 1953-55	Request for 1955-57
Industrial Rehabilitation Maintenance \$	50,000	\$..
Nine Months School Fund	231,483,728	252,209,617
State Board of Education	443,124	493,917
Vocational Education	7,044,760	8,141,301
Purchase of Free Textbooks	4,607,750	3,358,883
Purchase of Buses	2,695,091	3,534,075
Administration of State School Plant		
Construction, Improvement and Repair		
Fund	126,226	181,674
Total	\$246,450,679	\$267,919,467

Summary of Appropriations (1953-55) and the Budget Estimates (1955-57) Department of Public Instruction.

For the administrative and supervisory services afforded through the Department of Public Instruction, the amount available for expenditures out of appropriations for 1954-55 is \$442,093. The Department's request to the Advisory Budget Commission for the coming biennium amounts to \$495,961 for the 1955-56 year and \$510,414 for 1956-57. Again, the requests are based on the 1954-55 salary schedule and provide for a continuation of current services. The proposed budget likewise contains requests for additional services needed if the Department is to provide effective and productive leadership, guidance, and supervision in the organization and administration of the State's public schools.

FINANCIAL SUPPORT FOR NEW SERVICES AND PERSONNEL

Attendance Workers and Clerical Assistants.

The State Board of Education has requested that its Nine Months School Fund be increased in the amount of \$2,485,420 for the coming biennium to provide for the employment of (1) attendance workers and (2) clerical assistants in our schools.

School principals, as professionally trained persons, should be devoting most of their time administering and supervising the instructional program in their schools. Instead, many of them are handicapped in performing these professional services be-

cause they must devote considerable time to necessary routine clerical duties. Clerical assistants and property clerks in local school offices would enable school administrators to assume a more effective role in improving their schools.

The need for attendance workers in North Carolina is indicated in the chapter of this Report entitled "Length of Term, Enrollment and Attendance." An average of 62,947 absences during each of the 180 school days is too many. This means a loss of 11,330,460 pupil days in a single year. Some of these losses are recovered, but many are disastrously identified among the 45,000 drop-outs that occur annually. The General Assembly of 1913 recognized problems inherent in irregular school attendance by the enactment of the first State-wide compulsory school attendance law. The enforcement of this law has been left to local authorities, since no State funds have ever been appropriated for the employment of attendance workers. Of the 174 school administrative units in the State, 70 employ attendance workers with local funds. If we are to improve our educational standing in the Nation (we rank 45th in the median number of years of school completed by persons 25 years of age or older, according to the 1950 Census), then the State must assume responsibility for the employment of attendance workers in every school unit. School opportunity will not be equalized until adequately trained persons in each unit are employed to take and keep an up-to-date census, to investigate absences, to confer with parents and teachers, and to work with local agencies in eliminating those obstacles and conditions deterrent to a child's normal progress in school.

Professional Personnel at the State Level.

Growth necessitating changes and adjustments in our public school system mandates additional personnel in the State Department of Public Instruction. The proper direction of our vast system of public schools requires an adequate staff to render the services expected and requested by the people of the State and by the 35,000 teachers and school administrators employed in the system. Accordingly, the State Superintendent has requested the Advisory Budget Commission to recommend funds with which to employ the following personnel:

1. Education Supervisor (High Schools).

The Department has had but one person who devotes full time to the supervision of general instruction in the 694 white high schools of the State. These high schools employed 5,413 State-alloted teachers and principals and enrolled 152,817 students during the 1953-54 term. This assignment is impossible for one person, and falls far short of the State's responsibility to

supervise its investment in teachers' salaries and instructional materials. With many of our administrative units reorganizing their high schools, and particularly with a trend toward more junior high schools, it is imperative that an additional person be employed as a supervisor in this important area.

2. *Education Supervisor (Early Childhood Education).*

There is urgent need for a supervisor with specialized training in early childhood education to work in both public and non-public schools. Parents and concerned organizations are demanding that we give some supervision to such schools, particularly those receiving children of pre-school age. Although most of these schools are non-public, *Section 115-65* of the Public School Law imposes upon the Department of Public Instruction and the State Board of Education responsibility for determining that these schools be operated in accordance with such standards as these two agencies shall prescribe. The number of such schools in operation cannot be obtained until a person is employed for field work in this area. In a recent inventory, 145 superintendents reported 285 kindergartens alone in their administrative units. The number of non-public schools is increasing at a very rapid rate and the public is demanding that our Department exercise the responsibility delegated to it by law.

3. *Education Supervisor (Art Education).*

Each year our schools spend tens of thousands of dollars on art supplies and art textbooks. Art is a recognized subject in our schools and is becoming more and more a vital factor in the life of the State. As a means of strengthening this area of the curriculum a person is needed in the Department who can assist teachers in improving art instruction and in selecting art materials more wisely.

4. *Education Supervisor (Testing and Pupil Classification).*

Funds are requested with which to employ a supervisor with specialized training in the field of testing and pupil classification. The person in this position would assist teachers, principals, and superintendents in:

- a. Selecting reliable tests for establishing intelligence, achievement, aptitude, etc.
- b. Administering, and interpreting the results of tests.
- c. Classifying pupils, both for normal instruction and special education purposes.
- d. Grouping and assigning children for instructional efficiency.

This service is desperately needed if we are to cope with the already tremendous demand for help in the areas of pupil adjustment and classification.

5. *Stenographer-Clerk.*

This employee is needed to provide stenographic services for the professional employees requested above.

6. *Education Supervisor (Health, Alcohol, and Narcotics).*

This request is made especially to meet the increasing demands for more instruction in our schools with respect to alcoholism and narcotism. *Section 115-63* of the Public School Law says, in part: "In addition to health education . . . thorough and scientific instruction shall be given in the subject of alcoholism and narcotism. The State Superintendent of Public Instruction is hereby authorized and directed to prepare, or cause to be prepared . . . a course of study on health education, which shall embrace suggestions as to methods of instruction, outlines of lesson plans, lists of accurate and scientific source material . . . to be done in each grade. . . . Provided also, that provision shall be made . . . for the assistance of teachers in teaching the effects of alcoholism and narcotism on the human system." To comply with the law and to fulfill our moral and social obligation to the children of the State, this employee is essential.

7. *Education Supervisor (Mentally Handicapped).*

At present the Department has one person in the field of Special Education. Experience in this expanding program for the handicapped indicates a very urgent need for a well-trained person to work with teachers of the mentally retarded. Children with cerebral palsy, those with defects in speech, hearing, and vision, and those who are maladjusted due to physical, social,

or psychological reasons are involved. In the 1953-54 schol year, 3,169 of the 7,550 children enrolled in special education classes were identified as mentally retarded. Of the 121 State-allotted teachers working in Special Education, 62 were assigned to classes for the mentally retarded. With the State's current program for mental health, the employee in this capacity would be invaluable also in helping to differentiate between the responsibility of mental institutions and public schools in borderline cases. Primarily, the employee is needed to:

- Help teachers in identifying degree and causes of retardation.
- Assist teachers in understanding the methods and materials essential to teaching atypical children.
- Prepare instructional materials and curriculum guides appropriate to children with varying handicaps.

8. *Plant Engineer (Public Schools).*

The Controller of the State Board of Education has requested an additional engineer. This engineer will work in the Division of Plant Operation and will be primarily engaged in training janitor personnel in the operation and maintenance of heating plants.

THE SCHOOL BUILDING PROGRAM

Although the 1955 General Assembly is not being requested to make additional State funds available for school construction, there are many factors pertinent to this matter which deserve serious consideration. This State's progress in providing better physical facilities for education is indicated in the section of this Report on "Schools and School Buildings." This section also presents a report on the expenditures for school construction from the two \$50 million funds provided by the General Assemblies of 1949 and 1953.

Concrete recognition by the State of North Carolina that its counties and cities were confronted with a financial burden which they could not reasonably assume independently was made in 1949 when the North Carolina General Assembly appropriated \$25,000,000 for school building purposes and authorized a bond election for an additional \$25,000,000. Prior to this time school-house construction was an obligation assumed entirely by the counties. Again, in 1953 the North Carolina General Assembly further recognized the inability of local school units to meet their school building needs by authorizing another bond election in the amount of \$50,000,000. Both of these issues carried by an overwhelming majority, thus reflecting intense interest and concern of the people of the State in their public schools.

There were a few people in 1949 who feared the venture of the State in this new role, predicting that counties and cities would thereafter relinquish their responsibility and look toward State-aid as a solution for all their school building needs. Evidence now shows, however, that State-aid stimulated local action. Since July

of 1948, the counties and cities of North Carolina have voted more than \$122,000,000 in local bonds for the construction of improved school facilities. Some have voted the maximum allowed under the law.

While it is expected that local effort will continue to the extent possible, legal bonding limitations will not permit counties and cities to expend local funds in the same proportion as during the 1949-53 period. In all probability school construction funds between 1954 and 1960 from local sources will not be in excess of \$75,000,000. This amount along with 1953 State Funds will make a total of \$125,000,000 available from within the State of North Carolina for the seven-year period.

Reliable data supplied by the counties and cities show that North Carolina needed in September, 1953, a minimum of 6,300 regular classrooms, and 1,483 special-type classrooms, such as libraries, shops, homemaking laboratories, and science rooms, in addition to facilities existing or under contract as of January, 1953. This does not take into account auxiliary spaces, such as lunchrooms, health clinic rooms, auditoriums, and gymnasiums. The total estimated cost, based upon very conservative estimates, of providing minimum facilities needed as of September, 1953, was \$193,792,000. Of this total minimum, it is estimated that on July 1, 1954, thirteen million dollars had been expended toward meeting those needs. This left a total estimated need on July 1, 1954, of \$180,000,000.

The increased enrollment of 1954-55 over that of 1953-54 indicates that an additional \$35,000,000 was needed September, 1954. It is estimated that an average of approximately \$35,000,000 a year until 1960 will be needed for expansion and replacement of school plant facilities. This amount for seven years and the remaining minimum needs as of July 1, 1954, make a total of \$425,000,000. With an estimated \$125,000,000 of State and local funds available, the estimated cost of the remaining needs for which no funds are in sight is \$300,000,000.

This projection is both startling and challenging. It appears that in the immediate foreseeable future the citizens of this State must give careful consideration to the methods by which school construction will be financed. This problem is not peculiar to our State; it is National in scope. The Congress is already conducting hearings, and bills have been introduced calling for federal assistance to the states for school construction. Since North Carolina accepts federal aid to build highways and hospitals, the

acceptance of federal aid in the area of school construction would not be in conflict with State policy. It should be pointed out, however, that, under established precedences, in the case of highways and hospitals, federal aid is proportionate to local and State initiative. Under no conditions can we afford to relax our own efforts within the State in expectancy of federal assistance. The children now crowding elementary facilities will soon be taxing high school facilities. These children are already with us; facilities for their education are needed now.

TEACHING PERSONNEL

The quality of education a child receives depends in large measure upon the ability, experience, and knowledge of his classroom teachers. Teachers acquire skill and knowledge through academic and professional preparation. North Carolina can view with pride the character and training of its teaching personnel.

Along with the other states, North Carolina is experiencing difficulty in staffing its schools with adequately trained personnel. Just as in nursing, engineering, and many other professional fields, there is a deficiency in supply. Some of the states which had shortages of adequately trained elementary teachers this past school year were:

California	2,487	Nebraska	981
Connecticut	481	New Jersey	1,880
Illinois	443	North Carolina (white)	1,003
Indiana	1,077	North Dakota	1,234
Kansas	963	Ohio	2,182
Maryland	676	Tennessee	90
Minnesota	1,213	Texas (white)	2,154
Missouri	1,290	Virginia (white)	1,570

We are moving forward in a recruitment program to meet the current shortage in professional trained elementary teachers. Methods of recruitment are varied. Some states find it helpful to have a scholarship fund. North Carolina would do well to establish scholarship aid for prospective teachers. Local organizations and some colleges provide limited financial aid to prospective teachers. Future Teachers of America Clubs have been organized in some of our high schools and colleges. All of these aids give promise in increasing teacher supply. Efforts in this respect not only should be extended but be intensified at the local level in order to recruit outstanding talent for the classroom needs of four or more years hence. Each administrative unit should, through its own resources, assume responsibility for

supplying the equivalent of its teacher needs from the graduates of its own high schools. In the meantime, and as a supplement to local and institutional effort, the Department of Public Instruction proposes to cite the specific employment opportunities available within the State and to stimulate public sentiment in behalf of teaching as a public service.

ADMINISTRATIVE UNITS

Under the law, each county is an administrative unit except in areas classified as city units. There are at present 100 county administrative units, corresponding to the 100 counties of the State, and 74 city administrative units. The local school governing authority in each of these 174 units employs a superintendent who, in conjunction with the local board and within the purview of the law, administers the local school system in his respective unit.

These administrative units, as pointed out in the first section of this Report, vary in size. County units are determined by the geographical boundaries of the county governmental unit, and city units, in the main, by the boundaries of the cities or towns which they comprise. These range in size from the largest, Charlotte, with 24,000 pupils, to a number of small units having fewer than 1,500 pupils in average daily membership. The organization of most of these city units was approved as originally established by charter from the General Assembly. Additional city units have been established by the General Assembly in recent years. No standard exists by which the General Assembly may determine whether a city administrative unit is justifiable; and it is not always clear, except by administrative direction, which schools the children in a unit shall attend. Basically, city units cannot be justified unless there is assurance that services will be provided over and above those already attainable in a county unit.

The time has come when we must study again our whole administrative organization. The equitable allocation of State funds, both for operation of the schools and for new buildings, is seriously hindered when too many administrative units are in existence. The barriers of city lines, especially small units, should no longer stand in the way of good school administration and the proper location of good school buildings for all the children of the State.

KINDERGARTENS

There is an increasing interest in the establishment of kindergartens at public expense. Permissive legislation exists whereby local units may establish kindergartens with local funds. The desire for this training is partially indicated by the number of privately operated schools of this type now in existence. At present 103 of the 174 administrative units have 285 private kindergartens, with more than seven thousand pupils and more than five hundred teachers. Certainly, there is evidence that parents are seeking opportunities for early childhood education.

Because of this interest and because of the economic-social trend wherein more and more married women are finding employment, the kindergarten movement is destined to become a phase of tax-supported education. It is rather commonly agreed that the readiness concepts established in kindergartens greatly enhance the possibilities of success in first grade. A tax-supported program of public kindergarten education in some communities in North Carolina, with well-qualified teachers and an appropriate instructional program, and conducted in accordance with State standards of operation, appears imperative as our people continue to express their belief in the worth of education at levels below and beyond the scope of our present twelve-year system.

COMMUNITY COLLEGES

According to the 1950 Census, North Carolina ranks 37th among the states in per cent of population 25 years of age and older with four or more years of college training. North Carolina, this Census also shows, ranks 47th among the states in the number of college students per 10,000 population. Whereas the Nation's average was 165, North Carolina's ratio of college students to total population was only 105.2 to 10,000.

Low financial ability—both individual and community—is a major factor contributing to the low standing of North Carolina in this respect. The per capita income of North Carolina citizens is relatively low (45th among the states). Recent studies show that almost without exception states which rank lowest in per capita income also rank low in the percentage of its population in college. Another recent study shows that states which rank highest in student-population ratio tend to distribute their educational facilities somewhat evenly throughout the state and to make wide use of the junior or community college. We must be

mindful also of the fact that, according to the best projections, North Carolina can reasonably expect a college enrollment of 70,000 students by 1970 as compared with an enrollment of 42,911 in 1953-54. Either we must expand our present college facilities or consider an alternate plan of meeting requests for college admission.

North Carolina has only four public junior colleges, none supported even in part by the State. The establishment of one or more State-supported community colleges is justified by the demand for varied types of post-high school education. Such colleges would, by reason of accessibility and economy, attract many youth whose education otherwise would end with graduation from high school.



